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ABSTRACT

Background information and an overview of the program of the national conference are followed by summaries of the daily proceedings. Presentations were made on the following topics: A Case for Change, Arthur A. Fletcher; The Career Opportunities Program (COP) Thrust, Samuel Proctor; and COP as Career Education, Kenneth Hoyt. Discussion sessions covered: What COP Has Done and Meant, Strategies for the Continuation of COP, and How COP Practices Can Be Related to Local Education Agency Goals. Simultaneous problem workshop sessions focused on: career lattices, field-based teacher education, the hiring of graduates, bilingual education, veterans, evaluation, working with the community, and concerns of rural and urban projects. The full text is included of an address by G. Robert Bowers, Teacher Education Redesign, followed by a summary of a panel session on fiscal linkages. The final conference resolution is appended, as are the detailed reports from four workshops which discussed strategies for the continuation of COP. Reprints from COP Notes, the conference agenda, and a list of conference participants are also appended. (SA)

ED105212

A REPORT ON THE CAREER OPPORTUNITIES PROGRAM NATIONAL CONFERENCE UNITED STATES OFFICE OF EDUCATION

MARCH 3-6, 1974
Statler Hilton Hotel
Dallas, Texas

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EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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CE 003 502

Career Opportunities Program
United States Office of Education
Washington, D.C.

2/3

CAREER OPPORTUNITIES PROGRAM
UNITED STATES OFFICE OF EDUCATION

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SECTION I: INTRODUCTION

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BACKGROUND

The Career Opportunities Program National Conference was convened in Dallas, Texas on March 3rd through 6th, 1974 at the Statler Hilton Hotel.

Approximately 400 participants attended the conference coming from as far away as Alaska, Hawaii, and Puerto Rico.

At a Career Opportunities Program working conference convened by Dr. J Ned Bryan, National Coordinator, on September 12 through 14, 1973 which was held at the Skyline Inn in Washington, D.C. it was resolved and approved that a National Conference Task Force Committee be elected to plan and develop the conference agenda, select a conference site, and nominate persons for key speeches to be delivered during the conference. The Task Force Committee members were:

Dr. J Ned Bryan, National Coordinator
Ms. Jewell Chambers, Regional Project Officer, Region I
Ms. Sylvia Faulk, COP Director, Oakland, California
Dr. Harold Goff, State Coordinator, Idaho
Mr. Kurt Klaus, COP Director, Camden, New Jersey
Mr. Alan Sweet, COP Director, Minneapolis, Minnesota

The Task Force Committee met in New York City at Federal Plaza on November 27 - 28, 1973 with Alan Gartner and Vivian C. Jackson of the New Careers Training Laboratory to accomplish the tasks identified above.

The Committee also developed a statement of the purpose and goals of the conference which was subsequently refined as the conference objective:

> "to provide information on the status and progress and prospects of COP and to develop alternative strategies for bringing about institutionalization of tested COP achievements and practices."

The Task Force Committee further agreed that the national COP contractors be represented at the conference and available to conference participants relative to questions and concerns unique to each of the national projects. It was also recommended that Mr. James Collins of Public Systems, Incorporated, be in attendance at the conference to respond to specific questions regarding the information retrieval system in current use for COP projects reporting and evaluating purposes.

Following the New York City Task Force Meeting, the mechanics for putting the conference together were set into motion. A series of tasks were simultaneously undertaken. These included activities such as the following:

1. conference announcements to all COP related personnel
2. notification to COP Directors and SEA Coordinators regarding expenses, liaison activities, etc.
3. requests for nominations of persons for various leadership roles at the conference from Regional Project Officers

4. requests for indication of areas of interest regarding program and operational topics from COP Directors

5. arrangements for hotel facility to include the banquet event, etc.

The final conference design is illustrated on the following pages. The overall conference agenda is to be found in the appendix of this report.

The New Careers Training Laboratory, Queens College, City University of New York, provided conference coordination and staffing services under a developmental assistance grant from the United States Office of Education in support of the Career Opportunities Program.

PROGRAM OVERVIEW

SUNDAY, March 3rd, 12-7 P.M.

Social Hour
Sunday, March 3rd, 5-7 P.M.

SUNDAY, March 3rd, 7 P.M.

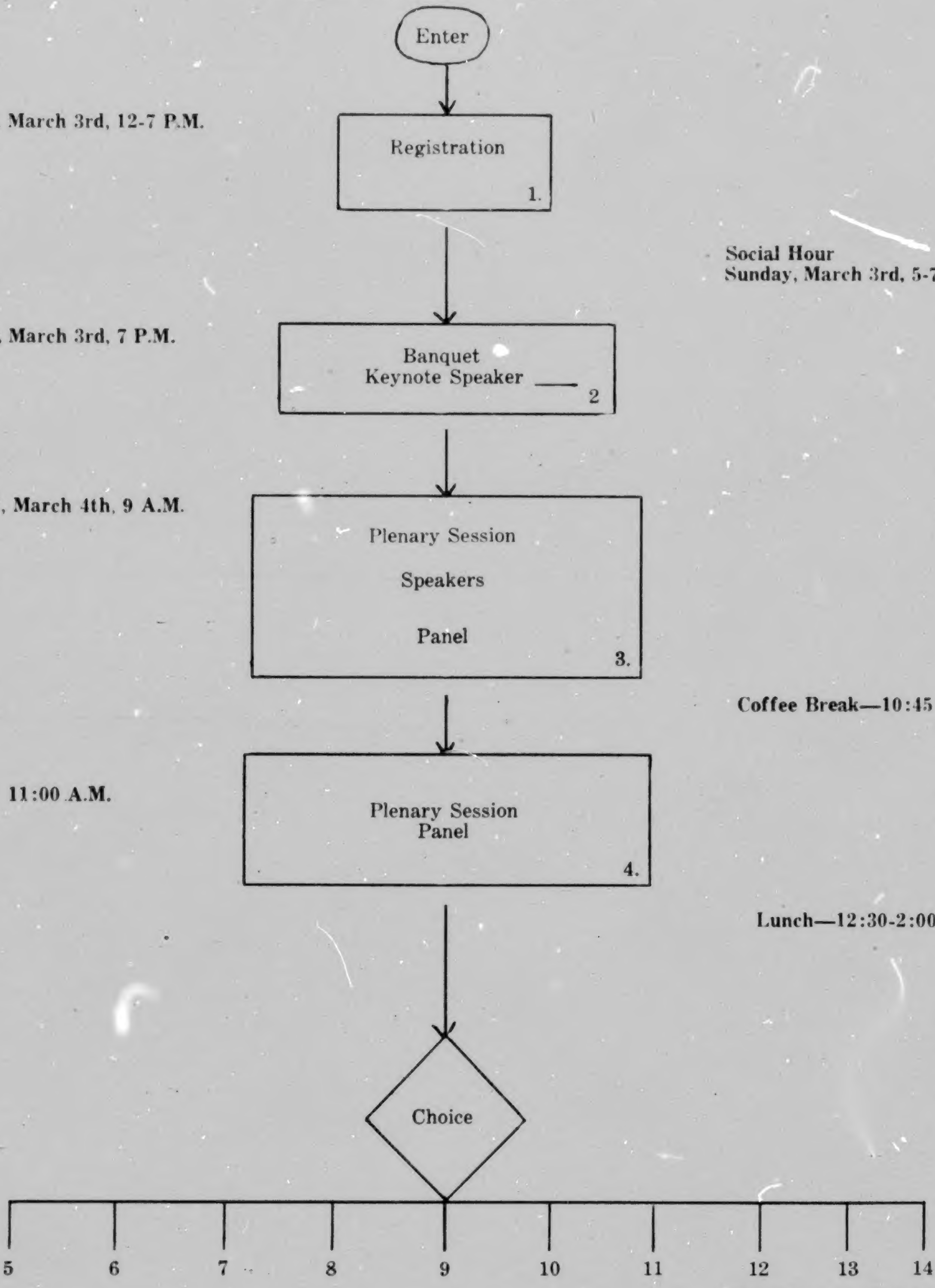
MONDAY, March 4th, 9 A.M.

Coffee Break—10:45 A.M.

11:00 A.M.

Lunch—12:30-2:00 P.M.

2-5 P.M.



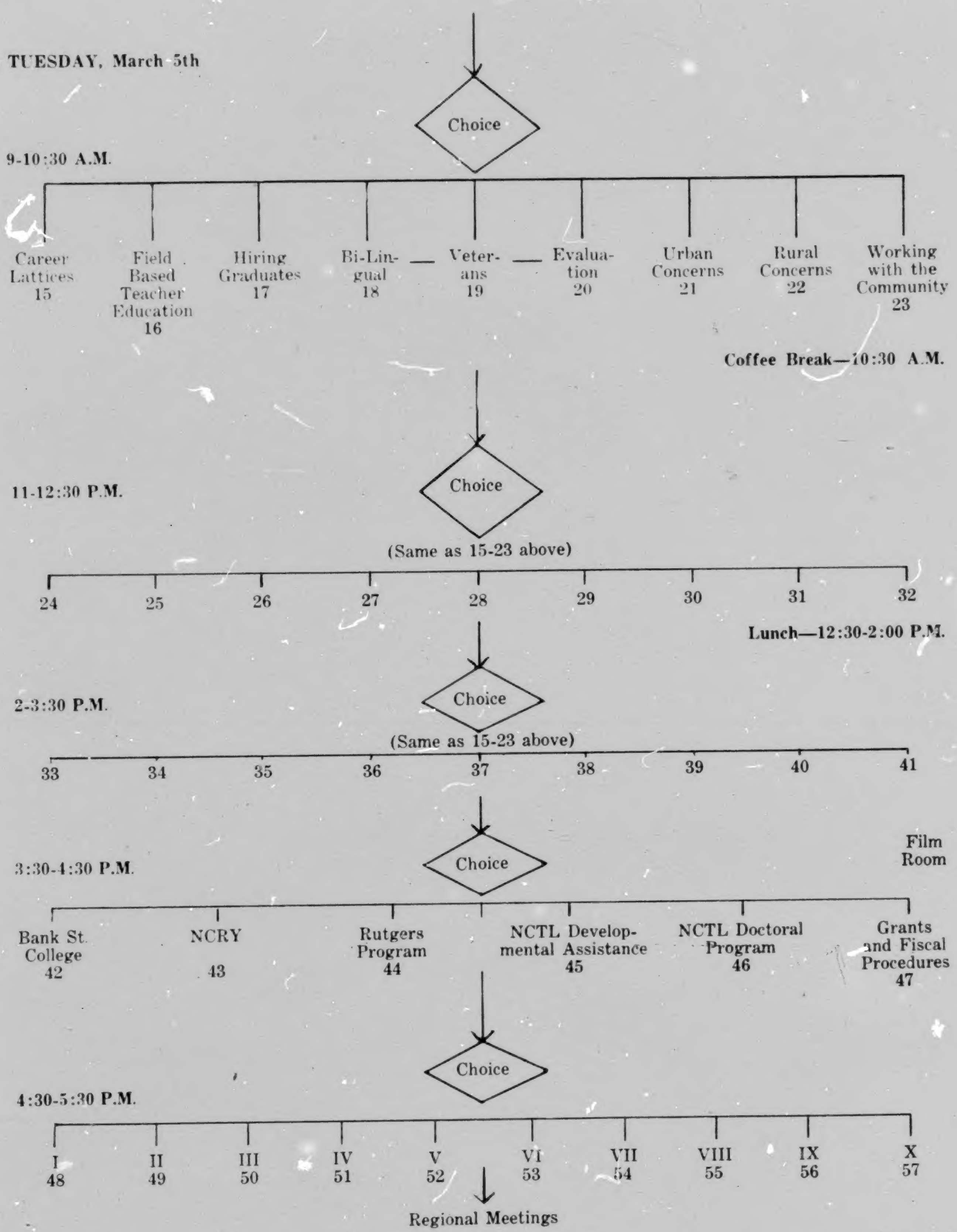
Enter
Registration
1.
Banquet
Keynote Speaker
2
Plenary Session
Speakers
Panel
3.
Plenary Session
Panel
4.
Choice
5
6
7
8
9
10
11
12
13
14

Ten Simultaneous Small Group Sessions

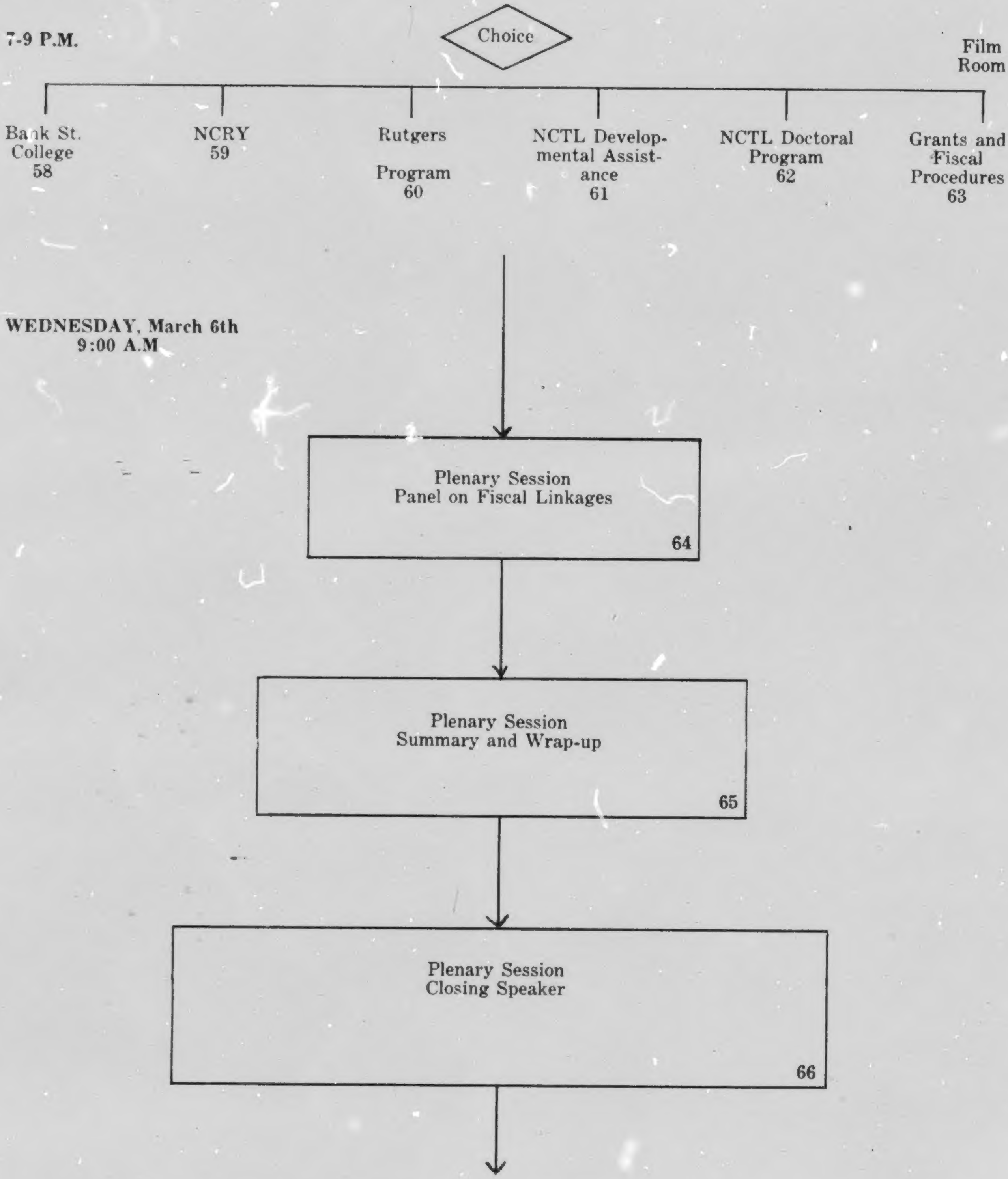
Film Room, 5:30-6:30 P.M.
8-10 P.M.

COP Projects' Highlights
5:30 P.M.-6:30 P.M.
8:00-10:00 P.M.

TUESDAY, March 5th


Choice
9-10:30 A.M.
Career Lattices 15
Field Based Teacher Education 16
Hiring Graduates 17
Bi-Lingual 18
Veterans 19
Evaluation 20
Urban Concerns 21
Rural Concerns 22
Working with the Community 23
Coffee Break—10:30 A.M.
11-12:30 P.M.
Choice
(Same as 15-23 above)
24
25
26
27
28
29
30
31
32
Lunch—12:30-2:00 P.M.
2-3:30 P.M.
Choice
(Same as 15-23 above)
33
34
35
36
37
38
39
40
41
3:30-4:30 P.M.
Choice
Film Room
Bank St. College 42
NCRY 43
Rutgers Program 44
NCTL Developmental Assistance 45
NCTL Doctoral Program 46
Grants and Fiscal Procedures 47
4:30-5:30 P.M.
Choice
I 48
II 49
III 50
IV 51
V 52
VI 53
VII 54
VIII 55
IX 56
X 57
Regional Meetings

7-9 P.M.


Choice
Film Room
Bank St. College 58
NCRY 59
Rutgers Program 60
NCTL Developmental Assistance 61
NCTL Doctoral Program 62
Grants and Fiscal Procedures 63
Plenary Session
Panel on Fiscal Linkages
64
Plenary Session
Summary and Wrap-up
65
Plenary Session
Closing Speaker
66

WEDNESDAY, March 6th
9:00 A.M

HAVE A SAFE TRIP HOME

SECTION II: SUMMARIES OF PROCEEDINGS

SUNDAY, MARCH 3, 1974 - 7:00 P.M. Banquet

The Conference began on Sunday evening, March 3, 1974 with an opening banquet. Mr. Van Rush, Assistant Regional Director for Public Affairs, Region VI, welcomed the participants to Dallas and expressed hope that the past successes of COP could be continued in the future. Thomas Carter, Director of Division of Educational Systems Development, United States Office of Education, affirmed his hope for a worthwhile conference.

Dr. Carter then read a telegram from Gerald A. Ford, then Vice-President of the United States. The telegram read as follows:

> "I would like to extend to each member of the National Conference on the Career Opportunities Program my greetings and best wishes. I have formed a high opinion of your work from the dedicated efforts and genuine accomplishments of Shirley Collier in Grand Rapids. I trust your sessions will encourage and inspire you to ever higher goals in a program I consider an outstanding example of federal-local education cooperation."

After he had finished reading the above telegram, Dr. Carter asserted that the program expectations which were established when the Career Opportunities Program was conceptualized were, in large part, being met and validated by the reported experiences of COP trainees, classroom teachers, school administrators, and IHE personnel. He also declared that the five year demonstration had proved successful and that the order of business for this national conference was the question of institutionalization.

Dr. Carter explained that the concept of institutionalization was not a "fancy" or an "esoteric" one, but rather a very pragmatic approach which involves the decision-makers in local school systems to seriously get on with the business of providing money to support education programs for low-income and minority group students. COP has proven the effectiveness of utilizing paraprofessionals in the instructional process, Carter said. He challenged the audience to place the lessons learned from COP on a more substantial and permanent basis. Dr. Carter cautioned those in attendance that the extent to which the speeches, sessions, interchanges, and panels resulted in firm, positive directions depended upon the seriousness of purpose and the imagination brought to bear on the issues by participants at the conference.

Finally, Dr. Carter reminded the conference participants of their stated objectives: (1) to make the career ladder concept an integral part of public education programs; (2) to modify teacher certification procedures by state departments of education to insure the acceptance of non-traditionally-trained teachers who bring their wealth of practical teaching experience combined with sound academic training; (3) to change the hiring policies of local education agencies by providing positions as teachers to low income and minority persons; and (4) to encourage the use of minority males, females, and veterans in local community schools in order to provide a model of career education.

Dr. Carter then introduced the Honorable Arthur A. Fletcher, former Assistant Secretary of Labor, and urged Mr. Fletcher to "do a little rallying" to inspire the conference participants.

Arthur A. Fletcher: "A CASE FOR CHANGE"

Mr. Fletcher, in an address called "A Case for Change", related his long experience in a series of jobs which were all menial, dead-end and low-paying culminating finally in his appointment as Assistant Secretary of Labor. He noted that he knew career education "first hand" and wished that a program like COP had been in existence during his rise up the "career ladder."

In discussing long-range economic trends, Mr. Fletcher said "If the United States is to meet world competition in the future, more emphasis will have to be placed on the value of the worker than on the product he or she produces." He said companies are becoming more conscious of needs for human resources above emphasis on property and material values. Such a change is necessary, Fletcher said, to keep foreign countries from taking America's market through superior workers' training. Whereas students in western Europe, Japan, and China leave their institutions with effective job training, Fletcher lamented that American students leave high school and college with diplomas and degrees but no careers because "they are not equipped to do anything." Fletcher said that manpower training programs and the Office of Economic Opportunity have changed priorities somewhat but are only the beginning in revamping the value of workers. Mr. Fletcher went on to say that because the labor force's composition is changing at a rapid pace, the only way to meet our nation's changing demands is through an institutionalized career ladders concept which would transform our educational system into a true "Human Resources Development Delivery System." He said that COP is one step toward meeting this goal and urged the participants to meet the educational and political challenge of developing such a system.

MONDAY, MARCH 4, 1974 - 9:00 A.M. to 10:45 A.M. - Plenary Session

The opening plenary session on Monday, chaired by Grace Watson, Educational Program Specialist, COP, United States Office of Education, began with greetings from Roberto Olivares, Regional Project Officer, Region VI, Dallas, Texas and Julius Truelson, Superintendent, Fort Worth Public Schools. Two speakers were featured at this session: Samuel Proctor, Professor, Graduate School of Education, Rutgers University and Kenneth Hoyt, Acting Associate Commissioner, Office of Career Education, United States Office of Education.

Samuel Proctor: "THE COP THRUST"

In his opening remarks, Samuel Proctor recounted the tremendous success that the COP program at Rutgers University in New Jersey has experienced. He said that the Rutgers COP program recruits students with one or two years of college or even no college at all who have demonstrated in one way or another that they have the ability and drive to succeed as a matriculated master's degree candidate. Qualification criteria for the program at Rutgers include, Mr. Proctor said, "an energy of mind, curiosity of skill, dedicated sense of inquiry, and evidence of life experience over a sustained period of time." Mr. Proctor said that judgements as to an applicant's appropriateness for the program are made by a panel of persons who come from the community, representatives of higher education institutions and agencies in the state of New Jersey, persons who work in COP programs in New Jersey at the bachelors' level, and members of the faculty of the graduate school of education at Rutgers. He noted that the Rutgers program has already graduated 19 students, with another 8 people soon to be graduated. More importantly, Mr. Proctor stated, the absolute number of students in the program itself is only the "tip of the iceberg" since, as a result of the Rutgers COP program, the university has changed its own admissions policy so that other students began to be admitted through the same process as the COP students had. Thus, Mr. Proctor said, Rutgers now has a well-established program of flexible admission at the master's level.

Speaking about the Career Opportunities Program in general, Mr. Proctor said "COP seeks to strengthen American education by effectively reaching personnel not normally attracted through the traditional teacher education process." The program is an indication of a positive approach to the philosophy of education, Proctor said, because it recognizes that there are many educational experiences which cannot be found in textbooks and that there is a large number of people in possession of valuable life experiences. Speaking of Black people in particular, Mr. Proctor said that there are many Blacks who know and live experiences everyday which cannot be found in any textbook. Indeed, Proctor noted, "Black students are living out answers for which test designers haven't even thought up the questions yet." An example of this sort of life experience is the "cognitive detail" that is the "stuff out of which real living is made", Proctor said.

Mr. Proctor stated that the problem, of course, is that while these people possess an in-depth knowledge in a variety of areas, they are not certified by traditional educational institutions simply because of the place and manner in which they learned. He lauded the Career Opportunities Program as one vehicle to overcome this barrier to credentialization while at the same time providing even better teaching personnel who have the ability to relate to a number of different cultures.

Mr. Proctor summarized his remarks by reemphasizing that COP strengthens American education by addressing a "pool of persons out there who are untapped." He again noted traditional education's difficulties in teaching "coping" skills and said that this is one of the strong points of COP. Through inductive methods, the Career Opportunities Program enables its participants to effectively organize their life experiences and build upon these experiences to achieve real, applicable knowledge and self-confidence as well, Proctor concluded.

Kenneth Hoyt: " COP AS CAREER EDUCATION

Kenneth Hoyt then gave an address entitled "COP as Career Education." Dr. Hoyt began by saying that, as Acting Assistant Commissioner of the Office of Career Education, United States Office of Education, he was serving a one to two year term of service with USOE to advance the idea of career education.

Noting that the Career Opportunities Program was begun in 1969, Dr. Hoyt related it to the movement for Career Education which also became a major movement at about the same time as COP. He said that COP is a successful example of the career education movement in action. Dr. Hoyt said that he sees the career education movement as an important response to the call for educational reform which has been developing over the past decades.

Dr. Hoyt then listed some of the prime criticisms of American education that career education seeks to correct, including:

1. Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.

2. Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who drop out of the educational system.

3. American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It has not given equal emphasis to meeting the educational needs of that vast majority of students who will never be college graduates.

4. American education has not kept pace with the rapidity of change in the post-industrial occupational society. As a result, both over-educated and under-educated workers are present in large numbers. Both the boredom of the over-educated worker and the frustration of the under-educated worker have contributed to the growing presence of worker alienation in the total occupational society.

5. Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decision-making skills, or the desire to work that are essential for making a successful transition from school to work.

6. The growing need for and presence of women in the work force has not been adequately reflected either the educational or the career options typically pictured for women enrolled in our educational system.

7. The growing needs for continuing and recurrent education on the part of adults are not being adequately met by our current systems of public education.

8. Insufficient attention has been given to learning opportunities outside of the structure of formal education which exist and are increasingly needed by both youth and adults in our society.

9. The general public, including parents and the business-industry-labor community, has not been given an adequate role in the formulation of educational policy.

10. American education, as currently structured, does not adequately meet the needs of minority, nor of economically disadvantaged persons in our society.

11. Post high school education has given insufficient emphasis to educational programs at the sub-baccalaureate degree level.

In answering this call for educational reform, said Dr. Hoyt, "Career Education as a concept has no way of succeeding if it's only a school effort" but must rather be broadly based so as to include all the combined efforts of public education and the community to help all individuals in integrating their learning with their work.

Dr. Hoyt went on to list 10 basic assumptions central to the concept of career education. These included:

1. Since both one's career and one's education extend from the preschool through the retirement years, career education must also span almost the entire life cycle.
2. The concept of productivity is central to the definition of work and so to the entire concept of career education.

3. Since "work" includes unpaid activities as well as paid employment, career education's concerns, in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, to the growing numbers of volunteer workers in our society, to the work of the full-time homemaker, and to work activities in which one engages as part of leisure and/or recreational time.
4. The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question "Why should I work?"
5. Both one's career and one's education are best viewed in a developmental, rather than in a fragmented, sense.
6. Career education is for all persons - the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females, students in elementary schools and in the graduate colleges.
7. The societal objectives of career education are to help all individuals: a) to want to work; b) to acquire the skills necessary for work in these times; and c) to engage in work that is satisfying to the individual and beneficial to society.
8. The individualistic goals of career education are to make work: a)possible, b) meaningful, and c) satisfying for each individual throughout his or her lifetime.
9. Protection of the individual's freedom to choose and assistance in making and implementing career decisions are of central concern to career education.
10. The expertise required for implementing career education is to be found in many parts of society and is not limited to those employed in formal education.

To implement a sound career education strategy will require major reforms in a number of areas of traditional education as well as the outside community, Dr. Hoyt said. He outlined three components which he sees as necessary to a sound strategy of career education:

1. There must be a serious effort to make classroom teachers more aware of the need for greater career education emphasis in their traditional curricula. This effort should not be made in a single, authoritative direction but should instead encourage teachers to experiment with different methods which they find to be most applicable to their situations.

2. Career education must include a large component of vocational skills training which will enhance the adaptability skills and work habits of those who are learning.

3. There is an urgent need for increased cooperation between educational institutions and the business and labor communities so as to increase opportunities for work/study experiences. Concommittantly, teachers, counselors, school administrators, and other educational personnel must also have greater opportunities to commingle with the everyday "world of work" through exchange programs so as to increase their own understanding of career education and enhance the applicability of their curricula.

Dr. Hoyt summed up by saying once again that career education is a positive approach to the need for educational reform in this country and the Career Opportunities Program is a successful example of the career education concept at work.

Criticizing most traditional education which sees the purpose of education to be still more "education", Dr. Hoyt concluded by saying "The purpose of education can never be education; the purpose of education has to be a preparation for something. We must give people a reason for learning. Career education can serve as a motivational tool to 'turn people on' to that learning."

MONDAY, MARCH 4, 1974 - 11:00 A.M. - 12:30 P.M. - Plenary Session "What COP Has Done and Meant; How COP Practices Can be Related to LEA Goals"

The next plenary session of the day was chaired by Angel Gonzalez, Superintendent of Schools, Crystal City, Texas. Malcolm Ford, COP Director, Philadelphia, Pennsylvania, stated that COP's success in the past is a well documented fact. What is not clear, Mr. Ford said, is the future of COP without funding. He felt that it would be important for the conference as a whole to go on record with a plan for COP in the future.

Barney Hilburn, School Board Member, Oakland, California, related his work with legislators in the past, specifically with Senators Nelson and Tunney on their proposed legislation. Mr. Hilburn felt a resolution should be drafted by a committee of conference participants which would ask legislators to go on record with a positive position on the continuation of COP and its practices.

Willard Anderson, Superintendent, Hardin, Montana, said that information regarding COP needs to be given to Congress by conference participants as individuals with everyone writing a personal letter. He said that such a massive but personal letter-writing campaign is more effective than working with merely a small resolutions committee. Angel Gonzalez added that perhaps COP participants could also write to Congress.

Because of the urgency of the question of continued funding for COP, participants agreed that the afternoon workshop sessions for that day which were originally entitled "How COP Practices Can Be Related To LEA Goals" should also focus on strategies for the continuation of COP.

MONDAY, MARCH 4, 1974 - 2:00 - 4:00 P.M. - Workshops: "How COP Practices Can Be Related To LEA Goals and Strategies For The Continuation Of COP"

Conference participants broke down into ten (10) workshop groups to discuss this topic.* After this workshop session, the group reassembled as a whole to hear reports from the chairpeople of each workshop.

MONDAY, MARCH 4, 1974 - 4:00 - 5:00 P.M. - Plenary Session

This session was called to report on the outcomes of that afternoon's workshops and to decide on further action. Each workshop chairperson gave a brief report of the discussion in their group.

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*Detailed reports of a sampling of the workshops are included in the Appendix.

Don Summers, COP Director, Hartford, Connecticut, said that his group urged participants to: (1) contact key persons in the federal government; (2) contact key local persons to explain the virtues of COP; and (3) utilize the existing regional set up to draft letters, visit key offices, and build support for COP.

Ruben Rodriquez, COP Director, Edinburg, Texas, reported the following outcomes of discussion in his group: (1) regardless of the so-called teacher surplus, there is no surplus of teachers prepared for ethnically-different groups; (2) COP should become a separate entity within USOE in much the same way as is bilingual education. Mr. Rodriquez noted that bilingual education was also scheduled for program termination until bilingual advocates pressed for autonomy for the program and won support for its demands; and (3) in view of Vice President Ford's telegram to the conference, he and a number of senators should receive copies of our position paper or conference proceedings.

Dalhart Dobbs, COP Director, Erie, Pennsylvania, reported the following outcomes of his group meeting: (1) COP should obtain continued funding at either the federal, state, or local level or a combination thereof; (2) COP has been accountable -- it has facts, documentation, and data to support its accomplishments (e.g., COP trainees have roots in their local communities and will remain in local systems). Mr. Dobbs also outlined some of the other issues his group discussed. These included: (1) the problem of hiring aides when in conflict with state funding regulations; (2) the need to dispel the myth of training teacher aides by emphasizing the career lattice concept and promoting the idea of "teachers in training toward credentialism." The group saw two problem areas: (1) animosity and distrust between professional teacher groups and aides; and (2) a lack of training of professional teachers in the effective utilization of aides in the classroom.

Nettie Dove, COP Director, Miami, Florida, reported that her group had drafted a resolution for proposed adoption by the conference participants. She then read the draft resolution to the body as a whole. (The final version of this resolution which was later adopted by the conference appears in the appendix).

Gladstone Atwell, COP Director, New York, New York, reported that his group stressed the differences in local projects and stated that each project should identify and evaluate its strengths and weaknesses in order to work effectively for the continuation of COP practices. His group also was dissemination of relevant information as an important tool in such a COP continuation effort.

John Simoncini, Acting COP Director, Worcester, Massachusetts, reported that his group discussed the following: (1) despite the overall teacher surplus, the kind of teacher which COP produces is in short supply; (2) there is a need for more specialists in such areas as bilingual education; and (3) a letter writing campaign to Congress is needed - the most effective Congressional lobbyists have been COP participants themselves.

Joseph Smith, COP Director, Seattle, Washington, reported that his group (1) felt a compelling need to maintain the COP concept and institutionalize it; (2) felt that in order to do so, there was a need to develop data showing that COP produces better teachers having better rapport with students; and (3) local projects, along with others involved, have not properly lived up to their commitment on evaluation.

Harold Fowler, COP Director, Sisseton, South Dakota, reported that his group discussed continued funding at the county, state, and federal levels. If COP is to become a part of revenue sharing, the group felt that COP should continue as a separate entity.

Sylvia Faulk, COP Director, Oakland, California, reported that the group felt a need for the conference to select a working committee to draft a resolution and position paper, and consequently proposed that the conference participants select such a committee and schedule a special plenary session for the following afternoon to consider and adopt the resolution drafted by the committee.

Such a working committee was selected. Conference participants also agreed to meet in a special plenary session which was scheduled for 3:30 P.M. on Tuesday afternoon, March 5th, to conside the resolution drafted by the committee.

TUESDAY, MARCH 5, 1974 - 9:00 A.M., 11:00 A.M. and 2:00 P.M.- Problem Workshops

Simultaneous workshop sessions on a wide range of topics were held on Tuesday. In order to provide as much choice to participants as possible, each workshop was repeated three times during the day. Summaries of discussion in these workshops follow:

PROBLEM WORKSHOP: CAREER LATTICES

At one of the three workshop sessions on career lattices, a number of participants spoke of career lattice developments in their local areas.

Eugene Whitlock, participant from Louisville, Kentucky, said that he had started at the bottom of the career lattice and has since moved up into the central office. He said that eight participants in the local project work in the guidance and counseling division which pays their salaries. Other participants are working in social services and two participants are working in the Division of Research. He noted that the first step on the Louisville lattice is that of paraprofessional. The second step depends on the participant, who has a number of options to branch into several areas. A salary increase is provided with each move.

Charles Cox described the Cleveland, Ohio, career lattice as a "marriage" between COP, the state, and the LEA. After two years in the program, participants receive an Educational Technologist Permit (State Certification) which is a median position between teacher aide and teacher. At this step, participants receive a salary increase and a new job description.

San Bernardino, California, orginially designed their career lattice to provide diagonal and vertical mobility, according to a workshop participant from that project. At each level participants can experience several areas and have the opportunity, if desired, to transfer out.

The program at the University of Cincinnati allows a participant to move horizontally and shift from one field to another. This insures that those who remain in teaching are positive in their choice.

California State University, Los Angeles, has a COP project which is not LEA based but is IHE based. They pay all stipends out of their own grant and have freedom in designing career lattices. Some participants are working with school counselors and a few interns are under building principals.

Minor Daniels, COP Director, Louisville, Kentucky, said that it is "good business" for school districts to establish career lattices. He went on to say that the career lattice is the one mechanism that assures the equal treatment of paraprofessionals and professionals. It can improve the morale of employees, thus indirectly benefitting school children, he said.

Participants made a number of comments at this point, including: (1) The career lattice is a mechanism that can contain both certified and auxiliary personnel; (2) The career lattice promotes better instruction by differentiated staffing; and (3) The career lattice allows minorities successfully to enter into the school system.

Turning to the topic of institutionalization of career lattices, the following intervention strategies were developed:

A. Involve the total school district in the design and implementation of the career lattice
    1. in order to get the dialogue started, there is a need to talk to superintendents and local school boards;
    2. clearly identify anticipated problem areas;

3. collaborate with other parties operating in the district (such as unions, associations, etc.) -- obtain information of these parties' goals and objectives;
4. design career lattice models;
5. formulate job descriptions;
6. identify where decisions are made;
7. make an adequate needs assessment of the district(s) (including, among other things, an assessment of the constraints, requirements, etc.);
8. inform school superintendents of plans and ask him/her for technical assistance in the planning and implementation stages;
9. establish an office for auxiliary personnel in the school district;
10. utilize court orders and decrees relating to education, equal employment opportunities, etc.

In commenting on the above strategies, Mr. Daniels, compared certified and auxiliary school personnel along lines of establishment, salary increments, functions, standards, rights, representation, etc. He said that certified personnel have been on the scene longer than auxiliary personnel and added that auxiliary personnel need to be "in concert" with the professional group. We must realistically deal with how much vertical and horizontal mobility the career lattice can provide, Mr. Daniels said.

B. Involve State Departments of Education in the setting of guidelines and standards of career lattices for auxiliary personnel and provide these persons with state protection.

The above strategy offered by Marty Sik, Atlanta, Georgia, drew much controversy. Mr. Daniels and Mr. Sweet both stated that they feared a strategy of this nature would endanger district flexibility and autonomy.

Karen Kelly, Honolulu, Hawaii, found in her experience that one career lattice is not sufficient and at her project she uses three career lattices.

A workshop participant from Minneapolis, Minnesota, stated that their career lattice is a part of the school system (Office of Auxiliary Personnel). All programs, such as COP, come into this office and are set on the career lattice which is standard for the entire system.

Minor Daniels said that prior to designing Louisville's career lattice, he examined the school budget and made a needs assessment that related to the manpower needs of the school districts.

The following recommendations were made by the three workshop sessions:

1. Directors and districts need technical assistance in institutionalizing career lattices.

2. Expertise for the above must come from persons familiar with state and local laws and practices.

3. State Departments of Education should be encouraged to develop new ways of qualifying educational personnel via career lattice design rather than traditional credentializing procedures.

4. The career lattice, as originally envisioned, is not broad enough and should be expanded to the IHE level to include higher positions for minorities.

5. The timing of career lattice implementation efforts should be coordinated around the country to enhance the effect of a national effort.

6. Each local project should utilize their own available resources for a lobbying effort.

7. Federal monitoring should be undertaken in those areas (e.g., Tampa, Florida) where no career lattice now exists.

8. Local school board members must be made aware of career lattice concerns by inviting them to small group meetings.

9. A clear definition of the career ladder/lattice concept including the steps and experiences necessary needs to be developed by each project.

10. Disseminate conference and COP recommendations regarding career ladders to local, state, and district personnel through Washington rather than via COP directors; this technique, it was felt, would lend more credence to such an effort.

11. Involve paraprofessionals in the planning at every level; organized efforts should be initiated by management to deal with institutionalizing career lattices rather than waiting for pressure from employees.

12. USOE should deal with problems cited by directors and should be more forceful in seeing that local districts meet their original commitment.

13. USOE should consider grants to implement system-wide career lattices.

Chairpersons:	Minor Daniels, Louisville, Kentucky
	Bobbie Nunn, Portland, Oregon
Resource persons:	Alan Sweet, Minneapolis, Minnesota
	Jack Roy, Jefferson City, Missouri
Recorders:	Gwendolyn Keller, Pasadena, California
	Charles O. Cox, Cleveland, Ohio

PROBLEM WORKSHOP: FIELD-BASED TEACHER EDUCATION

The general concensus from the three workshops was that field-based teacher education is the "coming wave" in contemporary education practice.

Evidence to support this conclusion is to be found in the number of State Departments of Education which are currently engaged in varying projects related to field-based, competency-based, and/or performance-based teacher education programs. All of these trends are of course indicative of the many variations on the central themes of improving teacher performance and addressing the issue of accountability.

Among the reasons given for the rise of concern regarding children's learning as it directly relates to teacher performance, the primary reason appears to be linked to the growing "consumer movement" which, in this instance, actively involves parents in the selection, monitoring, and evaluating processes of schooling for their children.

Most of the workshop participants described COP as an excellent example of field-based teacher education. They pointed out that the COP trainee is exposed to children in actual classroom settings, beginning Day I on the job. Further, as COP trainees advance toward professionalism on the career ladder, they are increasingly involved in the delivery of more complex subject matter and skills.

In addition, COP trainees have many opportunities to have their classroom performance evaluated by the teacher, by school administrators, and IHE representatives.

It was generally conceded that upon completion of training and academic study the COP trainee was, in fact, a better prepared teacher than is the teacher who has been trained in the traditional mode.

Among the interesting field-based programs described during the workshop, the following programs were most unique and innovative in their approach and in assessing their impact on the SEA and the IHE.

Mick Murphy, COP Director, Anchorage, Alaska, indicated that the Alaska program included the institutionalization of an expanded field-based teacher education program which will place two (2) IHE faculty persons at each of five (5) sites throughout the state of Alaska to service training needs of participants. The long distance between sites and the home campus of IHE;s was the rationale for developing this model. In addition, COP trainees are involved in a learning-by-doing model as they participate in the five centers by delivering adult basic education courses to the native population. Also, as part of their overall course, interested COP trainees are offered the opportunity to take such additional courses as photography for which academic credit is granted.

Mary Bullerman, COP Director, Tampa, Florida, said that the state of Florida strongly encourages and supports the establishment of Teacher Centers throughout the state which lead toward IHE credit for education courses conducted in public school classrooms.

Gladstone Atwell, COP Project Director, New York City, reported that the New York State Department of Education has waived student teaching for COP participants. Academic credits toward student teaching requirements are received by participants at the end of the fourth academic year and are recorded on the student's transcript.

Phil Oleo, IHE Representative, Camden, New Jersey, described an "exchange" model wherein public school teachers and IHE personnel exchange positions during the school year for an academic quarter's duration. Dean George Harris of the participating IHE is moving toward institutionalizing the exchange program for a full academic year.

Chairpersons:	Kenneth N. Fishell, Burlington, Vermont
	C. William Phillips, Columbus, Ohio
Resource Persons:	James Taylor, Washington, D.C.
	D.M. Murphy, Anchorage, Alaska
Recorders:	Allen Meyer, Des Moines, Iowa
	John Hough, Asheville, North Carolina

PROBLEM WORKSHOP: THE HIRING OF GRADUATES

To date most COP projects have been very successful in placing their graduates in local teaching positions. However, with increasing numbers of COP participants graduating and the number of teacher vacancies decreasing, COP projects will be faced with greater difficulties in securing teaching positions for their graduates. Since it was felt by many that the success of COP as a program will be measured in terms of the number of graduates who are hired as teachers in the districts in which they worked as paraprofessionals (and that this in turn will determine whether federal funding is continued), workshop participants addressed themselves to problems as well as innovative and successful strategies for placing COP graduates in teaching positions.

First, it was stressed that while there is a surplus of teachers nationwide, there remains a shortage of teachers who are specially trained to provide for the different educational needs of low-income and minority group students. In addition, in many school systems there is a lack of qualified teachers in bilingual education, special education, vocational education, and a need for school nurses, social workers, counselors and librarians. It was suggested that the COP director should take it upon him/herself to make LEA hiring personnel aware of these facts, and at the same time establish counseling services for COP participants early in their training so that they will be prepared to teach in areas in which there are actually jobs available. Lincoln, Nebraska COP, for example, has already established a vocational counseling component for its participants. Boston COP has instituted a Job Day to assist COP participants in applying for teaching positions in and around Boston. Most COP participants in the Boston project serve as paraprofessionals in community schools, which are alternative schools in most cases set up by parents in poor neighborhoods who were dissatisfied with the public education their children were receiving. After graduation, many COP aides return to the community schools as teachers.

Katie Robinson from Compton, California COP, pointed out that her school system's student enrollment was decreasing, with the result that schools were closed and teachers fired. While COP graduates have been able to get jobs in neighboring districts, they have been lost to the district in which they worked as paraprofessionals.

Conference participants from diverse projects reported that court orders to implement desegregation have resulted in different racial mixes in the schools in which COP participants are working and COP graduates teaching. One problem that has arisen in such cases is that COP participants who were trained to teach inner-city, Black students, for example, find their classes populated by white students from the suburbs. Another example of COP graduates' competencies not being used to their fullest extent has occured in San Bernardino, California, where COP participants trained in schools using the Sequential Individual Learning System (SILS) have been hired in schools that do not use this method. It was urged by workshop participants that COP participants be trained in and experience a variety of different learning situations so that they will be desirable applicants for teaching positions in a number of areas. However, the optimal placement for a COP graduate who is Black, Chicano, Native American, etc. is in a school that serves students from these minority groups, and it was stressed that COP Directors not lose sight of this fact (COP's raison d'etre) in their eagerness to place COP graduates in teaching positions.

Another issue that was raised in one of the workshops was that in many states the National Teaching Exam was required for certification, and that because the exam was not geared toward testing the competencies of COP participants, some participants are finding the exam an obstacle in their attempts to get certified. It was mentioned that in North Carolina a suit is pending against the use of the NTE as a yardstick for obtaining a teaching credential on the grounds that it inhibits fair employment practices.

In one session of the workshop on hiring the suggestion was made that in order to document the fact that COP participants should be given priority for teaching positions, directors should get data on the ratio of Black teachers to Black students, Chicano and other Spanish-speaking teachers to Chicano and other Spanish-speaking students, Native American teachers to Native American students, etc. According to Title VI of the Civil Rights Act, school districts are required to make such statistics available, and COP directors should make use of them to implement changes in LEA hiring practices.

The point was also made that for various reasons some COP paraprofessionals prefer to remain "paras" rather than become teachers, and that the position of the paraprofessional in teaching requires special skills and training.

Thus, the paraprofessional should be seen as worthy of respect, and pay scales should be commensurate with skills, experience, and qualifications.

Finally, one session of the workshop resolved that the New Careers Training Laboratory compile a directory that would list available job openings on a national and regional level.

Chairpersons:	Ben Simoncelli, Scranton, Pennsylvania
	Juanita B. Jones, San Bernardino, California
Resource Persons:	Paul Thompson, Lincoln, Nebraska
	James Potterfield, Florence, South Carolina
Recorders:	Kateria Cooper, Tsailes, Arizona
	Marion Kent, Cincinnati, Ohio

PROBLEM WORKSHOP: BILINGUAL EDUCATION

The workshop groups expressed much concern and support for the expansion of bilingual education programs, particularly where heavy populations of Puerto Ricans, American Indians, and Chicanos reside.

The bilingual programs are more appropriately referred to as Bilingual and Bicultural Education to indicate a need for maintaining language and life-style which are unique to different groups.

In the three sessions, the most pertinent issues raised were the following:

1. The role of the COP program in the preparation of bilingual teachers;
2. Determining how much emphasis should be placed on bilingual programs;
3. Determining at what point in the education process (i.e., first, second, fourth grades, etc.) instruction should be switched from bilingual to all English programs;
4. Insufficient number of credentialed teacher to function effectively in bilingual programs;
5. Lack of bilingual IHE teaching personnel in teacher training institutions in order to prepare bilingual teachers; and
6. Difficulties experienced by bilingual teachers with technical terms and content in upper grades.

A strong, vocal contingent representing the Crystal City, Texas project, La Raza, and the Las Cruces, New Mexico project, among others, provided quality participation and leadership in each of the three workshops.

Among the positive achievements cited were:

1. Las Cruces, New Mexico -- In grades kindergarten through 7, all subjects are taught in Spanish and English. By the time students have reached the fifth or sixth grade, they are generally proficient in both languages.

2. BABEL -- Staff persons at BABEL teach a course at Stanford University for teachers and community people in training.

The major points of leverage for the expansion and fiscal support of bilingual education programs were felt to be (1) the recent court case of Lau v Nichols (San Francisco, California); and (2) increased federal funding through proposed legislation.

Chairpersons:	Robert Cruz, Berkeley, California
	Lydia Sutherland, Box Elder, Montant
Resource persons:	Charles Leyba, Los Angeles, California
	Leroy London, Baltimore, Maryland
Recorders:	Edward Fernandez, Las Cruces, New Mexico
	Julia Nieto, Berkeley, California

PROBLEM WORKSHOP: VETERANS

The three workshops on the problems of veterans discussed a number of issues including: (1) Are veterans' stipends tax deductible or non-tax deductible?; (2) When veterans are employed as professional teachers, does the school district give the veterans credit for military service?; (3) How are local areas across the country?; (4) Do local COP projects employ female as well as male veterans?; and (5) Are veterans in various local COP projects exempt from student teaching?

In regard to the first issue raised, workshop participants noted that important information pertaining to the tax status of veterans' stipends could be found in Public Law 91219, section 1781 (March, 1970).

While some participants noted that their local school districts granted credit for military service, a number of others reported that their school systems did not. Similarly, the experiences of workshop participants with local Vocational Rehabilitation Services varied from that of close cooperation with the COP program to no cooperation at all.

The discussion of female veterans participating in local COP projects clearly showed that while a few COP projects did include female veterans, by far the large majority of projects which were represented in the workshop had little or no participation from female veterans.

The student teaching exemption which is granted to some veterans is also an uneven phenomenon around the country with some school systems granting such an exemption and others not doing so.

Workshop participants then turned to a general discussion of the benefits available to veterans since they felt that many veterans were suffering from an inability to make the proper "link-ups" with agencies providing veteran benefits and services. A number of nationwide organizations which provide benefits or services to veterans were listed. These included: (1) The American Red Cross; (2) Vocational Rehabilitation; (3) Salvation Army; (4) Employment Security Agency; and (5) Various federal agencies such as the Veterans' Administration, benefits available under the G.I. Bill, etc. In addition to these nationwide agencies, there are also a number of regional, state, and local agencies which provide services to Veterans.

The workshop groups made the following recommendations: (1) COP participants, school board members, and veterans should write their Congresspeople in support of the COP program; (2) New sources of funding other than the G.I. Bill need to be investigated in preparation for the time when COP might fold; (3) Participants who are concerned with the problems of veterans should visit the Veterans' Administration to see if the V.A. can absorb veterans from the COP program and utilize COP concepts; (4) A COP/Veterans' Conference should be held in Washington, D.C.; (5) Each project director should select one veteran to represent that project at this proposed Washington COP/Veterans' Conference; (6) Federal monies cannot be used in sending veterans to this proposed Washington Conference; and (7) Each project director should make a concerted effort to explain the needs of veterans in the COP program to veterans' organizations such as the American Legion, Am-Vets, VFW, etc. in order to obtain possible financial assistance for expenses incurred from the proposed Washington Conference.

Chairpersons:	Alice Howard, Richmond, Virginia
	James King, Salem, Oregon
Resource persons:	George Franklin, Washington, D.C.
	Kenneth Harrison, New Orleans, Louisiana
	James Poisant, Worcester, Massachusetts
Recorders:	William O'Conner, Waterloo, Iowa
	Neale Shaw, Parsons, Kansas

PROBLEM WORKSHOP: EVALUATION

Workshop participants noted that in evaluating the performance of COP participants, the unique career lattice concept of COP should be a part of the evaluation yardstick so that ideally, on each step up the career lattice, COP trainees should become more competent.

When asked whether or not their local projects utilized outside evaluators for their programs, about half of the participants at the workshop replied that they did while the other half of the group replied that they did not.

A few of the questions raised during the discussion included: (1) Does the origin of a COP participant (e.g., income level, ethnic identification, etc.) make him/her a better teacher or is this a result of the particular kind of training he/she receives in the program, or is it a combination of the two?; (2) Does evaluation help directors and others involved in the COP program to make the best decisions as to how COP should be improved?; (3) How does one measure the "intangible" benefits of COP?; (4) What are the implications of standardized evaluation on the future institutionalization of COP concepts?; and (5) How can local projects share their evaluation results and procedures used?

After discussing these and other issues, the workshop groups came up with a number of recommendations: (1) A handbook which suggests evaluation procedures and instruments should be prepared. These booklets should be distributed by the Regional Officers. Local project directors should keep after the RPO's to follow through on this need; (2) There is a need to clarify the purpose of evaluation. Specifically, the question is whether evaluation should be used for the purpose of advocating institutionalization of specific COP practices on a local basis or if it should instead serve to support refunding of COP on a federal basis; (3) Since evaluation was not an acceptable line item in the budget for the first three years, directors of local projects need to obtain written directives from Regional Officers to encourage local cooperation for evaluative studied; (4) There is a need for some kind of well thought out, national standardization procedures for the evaluation of COP; and (5) A genuine evaluation of COP projects should not be limited to the progress of the trainees themselves and the quality of the program but should also measure such items as community awareness, citizen participation, the degree to which career lattices are utilized in the local schools, etc.

Chairpersons:	Crist Costa, Providence, Rhode Island
	Edward Nelsen, Durham, North Carolina
Resource Persons:	Alice Stadthous, Cincinnati, Ohio
	Keith Wright, Yakima, Washington
Recorders:	Raymond Van Diest, Phoenix, Arizona
	Edna Walker, Durham, North Carolina

PROBLEM WORKSHOP: WORKING WITH THE COMMUNITY

All three groups began by discussing the extremely varied nature of their communities. A large number of COP projects are not in urban communities but serve rural areas. The communities served by COP range from the Indian population in Tempe, Arizona, to the Cuban population in Tampa, Florida, to the Latino community in Grand Rapids, Michigan. The workshop participants stressed that even within a given community, there is a wide diversity in ethnic backgrounds, cultural values, family structures, etc. As a result, most participants saw "Working With the Community" as a strategy which needs to be developed on an individual, community by community basis so that the needs of each community can be met effectively. One of the keys to an effective approach, participants said, is involving all segments of the community in the COP program and the Advisory Boards.

A number of projects are involving COP participants on the Advisory Boards and several of those present said that they were using public relations techniques to disseminate information to the community.

However, one participant was troubled by the apparent focus on public relations techniques in COP. Noting that "working with the community" is a two-way street, she said that it is important to focus on the substance of quality services delivery to the community. Another participant from San Diego, California, added, "Our successes (at meeting community needs) has been so good that we didn't have to work too hard at community relations."

Other issues raised included: (1) Local community strategies; (2) Involvement of veterans and YTY programs; (3) The problem of superintendents and IHEs who have little or no interest in COP; (4) Flexible, differentiated staffing to meet community needs; (5) The problem of gathering relevant information from divergent sources; and (6) The question of whether local COP projects have developed the community aspect of their programs as systematically as their client-service aspect.

Two of the workshop groups stated that COP (a) should institute a formal program to involve larger segments of the community aimed at participation and wider representation (a "strength in numbers" approach); and (b) should contain a unified statement of purpose.

The following resolution was adopted by two of the groups: "There must be a high degree of involvement by the advisory committee and communities, including business, labor, and industry, in developing strategies aimed at institutionalization of COP concepts, principles, and practices."

Chairpersons:	Robert C. Scott, Jr., Florence, South Carolina
	John Sullivan, Tempe, Arizona
Resource Persons:	Mary Heinkel, San Diego, California
	Warren Burton, Olympia, Washington
Recorders:	Edna Revels, Winston-Salem, North Carolina
	Stephen Shaw, Dorchester, Massachusetts

PROBLEM WORKSHOP: CONCERNS OF RURAL PROJECTS

At the beginning of each of the rural workshop sessions, a questionnaire was circulated among the participants asking them to list those qualities of their programs which characterized them as rural (such as size, geographic location, etc.) and then to identify whether these characteristics related positively or negatively to the objectives of COP as outlined in the original guidelines. The results of this questionnaire are currently being collated by Larry Rickey of Cedar Rapids, Iowa.

After the questionnaires were filled out, there was considerable discussion about the inappropriateness of some COP guidelines and objectives to rural areas and the difficulty that many workshop participants have had in relating "city" objectives to "rural" environments. A number of participants expressed the fear that rural projects were established as a political "afterthought" to gain the support of rural legislators. In addition, some participants felt that the limited number of rural projects and the resultant small percentage of monies devoted to rural areas all contributed to a limited concern on the USOE's part for the rural projects.

Workshop participants came up with a number of recommendations including: (1) Rural projects should start developing some political "clout" by talking to legislators, NCTL, USOE, etc; (2) In order to develop a sounder base to implement the strategy outlined in #1 above, there is a need to develop some concrete, detailed data through the use of surveys and statistical studies of rural projects around the country; and (3) There was a need for a special conference on rural projects to be held in the near future.

Chairpersons:	Joseph N. Berry, Hillsville, Virginia Larry Rickey, Cedar Rapids, Iowa
Resource persons:	Jillian Otten, Waterbury, Vermont Dan Tollett, Cookerville, Tennessee
Recorders:	V.H. Budd, Topeka, Kansas Roxanne Morton, Arcata, California

PROBLEM WORKSHOP: CONCERNS OF URBAN PROJECTS

The three sessions of the workshop on the Concerns of Urban Projects each reflected the mounting concerns and common problems of large urban and inner cities.

Among the issues raised in the workshops, the most pertinent concerns were as follows:

1. How can programs and support systems be developed and maintained to help COP participants to develop skills in coping with large bureaucratic systems?
2. How will desegregation and subsequent bussing plans affect the COP projects in both positive and negative ways?

3. Is there a special need for the design of a generic teacher training curriculum to prepare teachers to work in inner-city schools?
4. How to meet the need for preparing COP students to score high on teacher examinations which are being used in many urban areas as one of the primary factors in teacher hiring.
5. How to move LEA's closer toward their commitment to insure teaching positions for COP graduates upon completion of training and study.
6. How to institutionalize the positive, proven aspects of the Career Opportunities Program in large urban school systems.

Some of the recommendations the three groups suggested included:

1. COP directors should develop plans of action to demonstrate that the problems inherent in desegregation issues demand a teacher who is trained in a "different" way, better equipped to cope with learning problems, and who shares the cultural and ethnic backgrounds of the students. This "different" teacher is the COP-trained teacher.

2. COP should remain a specific program and maintain its unique identity if the program hopes to receive additional funding from the general category.
3. COP Advisory Councils should be strengthened and reactivated to utilize their influence to demand positions for COP graduates, and to encourage LEA's to honor their commitments to COP.

Chairpersons:	Frances Gooden, St. Louis, Missouri
	Gwendolyn McFarland, Nashville, Tennessee
Resource persons:	Malcolm Ford, Philadelphia, Pennsylvania
	Wilma R. Cockrell, Los Angeles, California
Recorders:	Moss White, Cincinnati, Ohio
	W. Frank Jones, Jr., Boston, Massachusetts

TUESDAY, MARCH 5, 1974 - 3:30 P.M. - 4:30 P.M. - Plenary Session to Consider Resolution Drafted by Working Committee

The working committee's spokesperson read to conference participants their draft of a conference resolution. Copies of the resolution were also made available to everyone.

(The final resolution as amended and adopted by the conference participants can be found in the appendix).

The working committee also read a proposed telegram to the Vice President Gerald Ford. This telegram was approved by the body and a collection was taken to pay for it to be transmitted. The text of this telegram is reprinted in the appendix.

TUESDAY, MARCH 5, 1974 - 4:30 P.M. - 5:30 P.M. - Regional Meetings

In order to provide an opportunity for local COP directors and participants to meet with Regional Project Officers, State Coordinators, and IHE representatives from their own regions, each of the ten regions held its own regional meeting. These meetings focused on problems unique to their own regions with regional plans and actions discussed at length.

TUESDAY, MARCH 5, 1974 - 7:00 P.M. - 9:00 P.M. - Drop-In Sessions with Staff Persons of the National Contractors

These sessions afforded conference participants the opportunity to become better acquainted with the national contractors and the services available from them. Participants conferred informally with staff persons from the Bank Street College of Education, the National Commission on Resources for Youth, the Rutgers Program, the New Careers Training Laboratory Developmental Assistance Program, and the New Careers Training Laboratory Doctoral Program.

In addition, Eugene T. Peterson From DHEW/USOE was also available during this period to discuss grants and fiscal procedures.

WEDNESDAY, MARCH 6, 1974 - 9:00 A.M. - Plenary Session

J Ned Bryan opened the last session of the national conference by giving a note of thanks to all of the conference participants. He said "this has been a conference in which the substance came from you who have been deeply involved in the COP effort." In addition, he gave his appreciation to those people who played key roles as chairpersons, resource persons, recorders, speakers, local COP participants from the Dallas-Fort Worth area, the conference planning committee, NCTL staff, the Regional Project Officers, and the regional office in Dallas. He applauded the cooperative effort which was necessary to successfully stage the national conference.

Dr. Bryan then expressed his hope that the conference report would be a useful document for the education of those who were unable to attend the conference and should be used nationally.

Taking a moment out of the business of the day, Dr. Bryan gave recognition to a COP Director who had spent some thirty-five years in the state of Arkansas, Mr. Herbert Denton, of Little Rock, Arkansas, who died on January 28, 1974. He noted that the work of Mr. Denton is now being carried on by Mrs. Martha Nelson, Denton's former assistant, who has assumed the diretorship of that project.

Dr. Bryan then introduces the first speaker of the morning, Dr. G. Robert Bowers, who is the youngest man ever to have served in the capacity of Assistant superintendent of a populous state. Bryan also stated that Dr. Bowers is not only the assistant superintendent of the state of Ohio in which capacity he is the superintendent of instruction in the nation's fourth largest school system, but he is also responsible for the Divisions of Elementary and Secondary Education, Federal Assistance, Guidance and Testing, and for Teacher Education and Certification.

The text of Dr. Bowers' speech follows:

ADDRESS BY G. ROBERT BOWERS

TEACHER EDUCATION REDESIGN

Today's elementary and secondary schools are superior to those of any prior time. Today's teachers are better prepared than ever before. Regrettably, the best is not good enough to extend the promise that is education to all youth in an ever-increasingly complex technological world, with its divisive pluralism and insular anonymity.

At the turn of the century, four percent of American youth remained in the academics or high schools for graduation. A generation ago, this percentage had increased more than twelve-fold to a fifty percent retention rate, and the world though a millennium had been reached. No other nation had ever dreamed about such massive extension of education.

Spurred by the 20-20 vision of elected, representative boards of education -- reflecting the economic and societal needs for broadening even further the magic of education -- the number of high school graduates, compared with first graders twelve years previously, hovers today at eighty percent.

The fantastic dimensions of this substantive progress are only augmented by the doubling of public school enrollments during the past twenty-five years as a result of the post-World War II baby boom.

Concomitant teacher shortages during the decades of the forties, fifties, and sixties are legend. The energies of virtually all associated with education were expended on meeting the horrendous quantitative growth pains. Producing and obtaining enough teachers, classrooms, instructional materials, or dollars sapped the creative energies of even the most creative colleges, communities and schools.

About the results ... clearly discernible is the fact the more successful schools have become, the greater the level of dissatisfaction for want of perfection. Charles Silberman, in Crisis in the Classroom, has described this "great American paradox" as the "revolution of rising expectations" -- which in my opinion accounts for more of the perceived problems in education than the alleged "mindlessness."

Regardless, schools are inhabited today with a social milieu of boys and girls, young men and women. Such diversity was unheard of a generation ago. Their individual education is the imperative, excruciating, qualitative challenge of the 1970's. To advocate -- as the National Commission on the Reform of Secondary Education has done -- that this formative task be met by copping-out with a lowering of the compulsory attendance age to fourteen is not only untenable but unconscionable.

The reform ... redesign .. renewal essential to target the promise of education on all youth -- regardless of race, sex, socio-economic status, religion, ability or disability -- can only commence with the central element, the vital component, of the educative process -- the teacher. Any other approach is analogous to mistaking the sideshows of a circus for the "Big Top."

Under the perceptively keen, programmatic leadership of Superintendent of Public Instruction Martin W. Essex, Ohio is in the midst of a substantive redesign of teacher education. The spotlights illuminate clearly the troika -- school districts, colleges of education, and the State Department of Education -- the three rings of institutions responsible for effectuating improvements. The magnitude and seriousness of the redesign effort precludes however, a circus atmosphere.

Redesign of teacher education in Ohio was formally launched by the State Department of Education at a statewide conference of college presidents and teacher educators in Columbus last fall. The conference culminated six years of research-based, long range planning by the State Department of Education to upgrade teacher education in anticipation of an improved supply of teachers.

In 1968, contemplating future improvements in supply, the State Department of Education contracted with the largest education-associated research instrumentality in the nation to study secondary teacher education and make recommendations. The 506 page Teacher Education Assessment Project came off the presses of the Educational Research Council of America in December, 1970 with exciting recommendations for (1) a differentiated staff, (2) a teacher preparation sequence including numerous field-based practical learning experiences starting at the freshman level, and (3) a plan to place inservice education on a systematic, continuous basis.

Concurrently, the University of Toledo in cooperation with the State Department of Education was granted federal funds to work with the other state-associated universities to develop a redesign of elementary teacher education. The combination of these two efforts has supplied a substantive research base for significant teacher education redesign.

Spearheading these major studies on teacher education was an Advisory Council on Teacher Education and Certification which was authorized by the State Board of Education in 1967. Results of a three year study by the Council were an improved set of teacher education and certification standards to be used until conditions of teacher supply improved. Adopted in 1970, the new standards were designed to be a transitional step in moving from a period of limited supply to the time when supply would more nearly equal or exceed demand.

Traditional practices of the State Board of Education involving the entire profession intensively in any major education decisions, particularly in certification practices, were evidenced by the fact professionals representing every area of education were involved in the process. The involvement was attested to by the Ohio Education Association in its monthly magazine, Ohio Schools, when they stated, "The new standards are a combination of efforts over the past several years which may well have involved more people, organizations and institutions than any other reform movement in the history of Ohio education."

These standards, which became effective January 1, 1972, enabled Ohio to be among the first states in the nation to engage in a team approach for the evaluation of teacher preparation institutions.

Under this concept, university programs and facilities are evaluated by teams of teachers and administrators, university representatives, persons associated with education-related organizations, students, and State Department of Education representatives. Evaluation teams usually include ten or twelve persons who spend several days on a campus to perform an in-depth review.

Ten colleges and universities were evaluated through the approach last year. Ten more of the 52 Ohio teacher preparation institutions are scheduled this year so that a five year cycle may be established. This January, the State Board of Education took unprecendented action by approving six of the colleges evaluated last year and providing only "interim" approval for the other four. The four which received only temporary approvals were cited for a series of deficiencies which the colleges are in the process of rectifying. They have been granted two years to either correct the inadequacies or cease preparing teachers. More importantly, the data obtained during the evaluations has added immeasurably to the research base for current Redesign efforts.

Perhaps the most significant force behind teacher education redesign is public opinion. From the spring of 1972 through the spring of 1973 over 125,000 Ohioans participated in a massive search for educational priorities under State Board of Education sponsorship. One of the major recommendations made by citizens at local, county, and regional meetings, and at a statewide conference is better prepared teachers.

Presidents, deans, teacher education department heads, and college faculty members were convened on September 19, 1973 to review the major issues in teacher education and to discuss a strategy for consolidating professional and public opinions by meeting with every interested individual, group, and organization in teacher education.

To guide the development of a new set of standards for teacher education in Ohio, the action-oriented services of New York-based Dr. Henry M. Brickell were obtained. Under his leadership and direction, a three prong approach has been effected to accomplish the mission of creating new standards which teacher preparation institutions will be expected to meet if they desire to continue preparing teachers.

In this regard, Teacher Education Redesign in Ohio may be unique. Adding to, subtracting from, or otherwise shuffling the courses an individual must take to become a teacher, is not what Redesign is all about. Redesign concerns the institutional requirements which must be met if teachers are going to be prepared.

Over eighty meetings were held in three parallel sets of discussions during the months of October, November and December last year.

A State Committee on the Redesign of Teacher Education was appointed to discuss the major issues and propose resolutions. The State Committee consisted of representatives of the major organizations and groups engaged or interested in teacher education.

Eight representative councils composed of professionals and interested citizens were convened in an extended series of meetings to discuss the problems of teacher education and to suggest solutions. Representatives of the following groups met separately to formulate their views:

1. Deans and department heads in teacher education institutions
2. Ohio Association of Teacher Educators
3. Ohio Education Association
4. Ohio Federation of Teachers
5. Buckeye Association of School Administrators
6. Ohio Association of Elementary School Principals and Ohio Association of Secondary School Principals
7. Ohio School Boards Association, Ohio Congress of Parents and Teachers, and lay public
8. State Department of Education

Two regional Conferences were held in each of six regions of the state to hear the views of: (a) teacher education faculties; (b) elementary and secondary teachers and college students preparing to be teachers; (c) school administrators; and (d) school board members, PTA members, and the lay public. These regional meetings opened to every interested person the opportunity to participate in the redesign of teacher education.

Additional meetings with the State Committee and the eight representative councils were held this January and February. Drafts of a 350 page progress report were reviewed and discussed, eliciting further recommendations for the redesign of teacher education.

A condensed version of this progress report has just been completed and will be widely disseminated this month as a prelude to a third round of regional meetings to be held early this spring.

As expected, considerable convergence of thinking on what teacher education ought to be has been attained already. Likewise, on some issues there are deep cleavages -- divisions of opinions -- and on others honest question marks remain. The broadly representative State Committee will be called upon to propose resolutions to those issues upon which marked differences of thought exist. For those with question marks, research will be undertaken.

The final report of Teacher Education Redesign will be translated into needed standards, legislation and financial requirements in those areas where considerable consensus has been obtained. While Ohio is still in the midst of Redesign, it appears very likely that the future trend of teacher education will be marked by at least the following dimensions:

1) Earlier and more realistic field-based experiences are being called for by all sectors. They will be required in a variety of school settings -- from inner-city to rural.

2) Practitioners are tired of being subjected to courses in methodology masked from the dynamics of the classroom by an overgrowth of ivy. Methods courses will be moved to the elementary and secondary schools.

3) Elementary and secondary schools will become vital, symbiotic partners in the teacher education process.

4) Selection and retention of teacher education students will be based upon a number of variables -- the most important of which will be demonstrated performance in working effectively with boys and girls.

5) Clinical experiences will be provided so that teacher education students can truly learn to diagnose learning difficulties and prescribe appropriate instructional strategies.

6) Every teacher education student will be cognizant and capable of teaching reading as it pertains to the subject area or age-level.

7) Professors working with teacher education students in either field-based or clinical settings will need certification as to demonstrated experience and training.

8) A specially-designed entry year will emerge. First year full-time teachers will receive extensive supervision from both colleges and school districts.

9) Teacher education will become a discipline as objectives

are set to guide individuals through the matrix developed to assure acquisition of the requisite knowledges and skills, attitudes and values.

10) Teacher education will become funded at a level more nearly commensurate with its importance to societal needs.

Obviously missing from this vignette has been direct mention of performance-based or competency-based teacher education. Accepted in toto, PBTE negates process standards. Ohioans seem to be saying that process standards cannot be laid aside given the state of the art with product-oriented, performance-based teacher education. Perhaps they are saying the totality of a teacher is greater than the sum of the components which can be specified.

Likewise, the totality of change manifested by Redesign should be greater than any set of standards which can be formulated. To this knowledgeable assemblage, the non-newness of some of the emerging dimensions in Redesign is readily discernible. You, through the Career Opportunities Program, have already demonstrated that it can be done.

WEDNESDAY, MARCH 6, 1974 - 9:30 A.M. - Plenary Session: Panel on Fiscal Linkages

J Ned Bryan thanked Dr. Bowers for his presentation at the previous session and noted that it was very worthwhile to look at teacher education from another point of view -- that of State Departments of Education which are charged with the responsibility for the total educational structure in the state.

Dr. Bryan then introduced the members of the panel on fiscal linkages along with the panel's chairperson, Alan Gartner.

Dr. Gartner expressed his hope that the fiscal linkages panel would prove valuable in that it provided an opportunity for bringing together people with a wide range of perspectives from regional offices, State Departments of Education, Local projects, and the National office to discuss various funding opportunities. Dr. Gartner mentioned that the previous evening in Waterbury, Vermont, the local town meeting had decided to include a substantial portion of the COP budget in their overall school budget.

Eric Dennard, Director, Division of School Assistance, USOE, Region VI, began his presentation by outlining the major movement in education which began five or six years ago of identifying, coordinating, and consolidating material and human resources to develop a better service delivery system to its clients in education. He noted the over 100 federally-assisted Office of Education programs and emphasized the need to coordinate efforts

Dennard then discussed three particular programs in the school system division of each of the regional offices where he felt it was possible to achieve a high level of program relatedness and fiscal linkages. First, he discussed Title I of ESEA which is the most heavily funded titled program in the USOE. He stated that there is a very close relationship between the efforts of COP and this program and said that these two programs should and do complement each other.

Dennard then discussed the Model Cities Programs. He stated that of all the federally assisted programs he has worked with, there is no other program that has made the national thrust which Model Cities has made to coordinate and consolidate their services.

Finally, Dennard discussed the Emergency School Aid Act Program which attempts to develop better teaching, better-prepared teachers, teacher aides, teacher assistants, etc. One part of this program is bilingual education and Dennard urged those in COP programs with large non-English speaking populations to closely cooperate with this program.

Robert Mulligan, Regional Project Officer, USOE, Region IX, reemphasized the importance of linkages with the three programs Eric Dennard had just discussed. He said that in many programs he worked with, there was a direct linkage between COP and Model Cities and between COP and Title I of ESEA. The current status of the Emergency School Assistance Act, Mulligan stated, is that proposals are being reviewed. He urged all local project directors to hold discussions with the director of federal programs in their local school systems to determine whether or not there is space in the proposal for the salvation of some of the people currently working in local COP programs and/or if there is some possible linkage that has not previously been considered.

Other possible sources of fiscal linkages which Mulligan discussed were (1) Title VII of the Bilingual Education Act which will be entertaining proposals some time this year; (2) Title III of ESEA which has consistently demonstrated in local school systems an eagerness to experiment with new approaches to teacher education; and (3) various programs which State Departments of Education are beginning to support.

While Mulligan noted that an important part of linkages is money, there are other avenues which can prove just as fruitful. In many cases, there are numerous worthwhile activities being performed under a variety of federally funded, state funded, and locally supported titles or programs all in the name of improved teacher education and improved educational personnel development. Yet, people are not sharing ideas among the various programs. Specifically, Mr. Mulligan noted that the federally-supported EPDA has sponsored a training materials program in which highly sophisticated teacher training materials are being developed in projects throughout the country. Unfortunately, these materials are going largely unused because most people are not even aware of their existence. In short, Mr. Mulligan said the genuine linkages must mean more than just money and must be based on increased communication and cooperation among all those working in the education field.

Jillian Otten, Project Director, Waterbury, Vermont, began by noting her surprise over the fact that the local town meeting had just decided to fund 75% of the local COP program through the regular local school budget. She said that because the state of Vermont has very few cities, it has had few large grants like Model Cities. Indeed, COP is one of the largest grants any school district in the state of Vermont has ever received. Ms. Otten said that her local project has been forced to look for money outside of traditional educational monies per se and often has had to borrow materials rather than money. Some of the sources the Waterbury COP project has turned to have often been through the United States Department of Labor in such programs as the New Careers, The Mainstream Program, the Neighborhood Youth Corps, etc. In addition, funds have been received from the Justice Department through their drop-out prevention program.

As the other speakers had noted, Ms. Otten stated that at least as important as fiscal linkages were other kinds of linkages with programs and the community, such as the types of resources, people, materials, and ideas solicited from organizations and people on a national, state, and local basis. She noted that in the future, people must realize that large grants are not going to be available and stated that the success of the Waterbury COP project has been largely due to its ability to obtain small "bits and pieces" from a variety of different sources.

Ms. Otten noted her project's success in obtaining the local school system's support was largely because the COP project in Waterbury did not remain separate and different from the local school district but instead tried to become a direct function of that district. She said that the COP project's time, energies, and materials were available for any teacher, any parent, or any community person who wanted to use them and consequently the local project developed strong support from local constituents.

William Phillips, SEA Coordinator from the state of Ohio, expressed his fears that if COP projects have not already identified and developed linkages, they are in real trouble because such linkages and supports are not developed overnight.

In Ohio, COP projects have formed a state-wide organization which has participated in some 86 conferences on teacher education all around the state to increase the visibility and impact of COP, Phillips stated. He stressed the importance of such efforts by COP projects on a local and state-wide basis to highlight the positive accomplishments of their programs and to emphasize the symbiotic relationship between all the components of an educational program. Unless there is a high level of cooperation and understanding between COP and all the other parts of the educational system, attempts at institutionalization will not meet with success, Phillips said.

Eugene T. Peterson, Deputy Director, Contracts and Grants Division of USOE, discussed the termination of federal funding. While the program year is scheduled to end on June 30th, he emphasized that local directors should realize that this is an arbitraty date. Although Peterson was not implying that the termination date could be extended by six months or more, he did say that local project officers should talk to the RPO's if they genuinely feel that an extension of a few days or weeks would enable the local project to complete some worthwhile activity.

At the close of the fiscal linkages panel, Alan Gartner thanked all the participants and then entertained questions and comments from the audience.

One person from the audience mentioned another source which might be helpful in finding linkages which is the Catalogue of Domestic Federal Assistance Programs, last published in November of 1973 and updated with supplements since then. Originally published by the Office of Economic Opportunity, it is now published by the Office of Management and the Budget can be obtained from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.

Jillian Otten also mentioned another source of information which was an organization called the Educational Funding Research Council in Washington, D.C. She said that EFRC is a non-profit organization which publishes a bi-weekly newsletter that profiles available funds for activities in education.

Because the newsletter discusses pending legislation and the like, it often gives its readers a "jump on the gun" as to possible future sources of funding. She said that many State Departments of Education as well as local school districts keep this newsletter on file or it may be obtained from EFRC in Washington.

Eric Dennard noted that many people in federal programs in education overlook the fact that less than 7% of the cost of public education in this country is borne by federally assisted funds. Therefore, he felt, it was important to develop strong linkages with local school systems and State Departments of Education, where the overwhelming percentage of education funds originate.

Finally, Alan Gartner noted that recently-enacted legislation now requires so-called non-profit foundations to spend their money or else get taxed. As a result, Gartner said, there are many small local foundations with specific local concerns who are forced to divest some of their resources. Such local foundations may prove to be a good source for money. There are a number of public directories of foundations who are required to make their programs available to people, Gartner said.

SECTION III: APPENDIX

A FINAL DRAFT
OF
RESOLUTION

The National Conference of Career Opportunities Program Directors Meeting in Dallas, Texas, March 3 - 6, 1974, including COP participants and representatives of cooperating Institutions of Higher Education, State Education Agencies, superintendents, members of school boards and Advisory Councils have adopted the following statement:

Whereas: the initial purposes of the COP experiment were stated to include -

1. the improvement of the education of low-income and minority children by training teachers indigenous to the community to work with them;
2. the raising of aspirations of low-income children by giving them the opportunity to see persons from their own community assuming professional positions in all levels of the school system;
3. the attracting of Viet Nam era veterans, disadvantaged and culturally distinct persons to new careers;
4. the bringing about of change in teacher preparation patterns in institutions of higher education;
5. the promotion of new staffing patterns career lattices and the implementation of paraprofessional programs in local education agencies;
6. and the involvement of all social and economic components of the community in the education of its children;

Whereas: significant progress has been made toward the achievement of these goals and, whereas regardless of the current, and future surplus of teachers, and other related professional personnel, there is no surplus of teachers for ethnically different and/or low-income children prepared in quality fashion representative of Career Opportunities Program training.

Whereas: the United States Supreme Court Decision Lau vs Nichols mandates the provision of teachers for children who speak other languages under the Equal Education Opportunity Act.

Finally, whereas Local Education Agencies and Institutions of Higher Education do not have the financial resources which are fundamental to institutionalizing the Career Opportunities Program.

Be it resolved that:

1. there be an allocation of funds for Career Opportunities Program projects in Fiscal Year 1975 above Fiscal Year 1974 levels
2. existing EPDA legislation be amended to mandate the funding of Career Opportunities Program beyond 1975
3. in pursuit of the above (1 and 2) a separate division be established at the federal level (with representation in the regions) for the pre-service preparation of teachers for low-income and minority students employing the Career Opportunities Model
4. to provide a continuing supply of bilingual teachers for bilingual children an allocation of funds be made to reflect the ratio of bilingual children among the low-income and ethnic minorities without diminishing funds available to support present and future programs for non-bilingual minorities and low-income whites

5. for the more effective local involvement in the continuation of Career Opportunities Program, beyond 1975 a plan adapted to local needs and resources be designed for the systematic institutionalization of Career Opportunities Program at the Local Education Agency, Institutions of Higher Education, and State Education Agency level

6. for the more effective management of present and future Career Opportunities Program and the institutionalization of them

   a) an immediate and thorough effort be made to collect data regarding

   -- the achievement of low-income children affected by the Career Opportunities Program

   -- the effectiveness of the classroom performance of Career Opportunities Program trained teachers

   -- the impact of Career Opportunities Program on differentiated staffing in Local Education Agencies

   -- the change in teacher training programs at Institutions of Higher Education and in state certification requirements;

7. the above (#5) data be disseminated to legislators at the national and state level and the school boards to effect a continued awareness of the successes of Career Opportunities Program and the needs of the children they are serving.

8, regions form advocate groups to design and implement strategies to inform and seek financial aid for the continuation of the Career Opportunities Program

9. a national advocate group be elected at this meeting representing the 10 regions to coordinate the efforts of regional committees and disseminate information to national leaders and regional coordinators

10. a follow-up meeting of the Career Opportunities Program directors, cooperating Institutions of Higher Education, Local Education Agencies, members of school boards and selected Career Opportunities Program participants be held no later than June 1, 1974 to assess the efforts of all persons in making progress in the implementation of the above resolutions

11. as an immediate implementation of the above, Career Opportunities Program directors contact their congressional representatives and make known the need for continued present and future federal support of the Career Opportunities Program.

Conference Telegram

The following is the text of a telegram sent by the conference coordinator requesting Vice President Ford's participation at the conference.

GERALD R. FORD, Vice President of the United States and President of
the Senate, Room 275, Executive Building, Washington, D.C. 20501.

As a congressman, you were one of the leading advocates of the Career Opportunities Program, the largest low-income paraprofessional new careers in education program in a network of 132 cities across the country. Speaking to program participants at a Grand Rapids conference in 1971, you identified COP as a program that "has paid bigger dividends than almost any other program where the federal government has been involved in education." Since that time, COP has graduated hundreds of low-income and minority group persons who are now teaching in schools serving low-income children. As you said in your Grand Rapids speech, they have been taught to fish and now can eat for a lifetime.

The COP National Conference is being held in Dallas, March 3 through 6, at the Statler Hilton Hotel. The conference attendees and the thousands of participants in communities throughout the country would be deeply honored if you could give a special keynote address Sunday evening, March 3. I will call your appointments secretary later in the week to see if it will be possible for you to be with us.

Alan Gartner, Conference Coordinator

MONDAY, MARCH 4, 1974 - 2:00 P.M. to 5:00 P.M. - How COP Practices Can be Related to LEA Goals and Strategies for the Continuation of COP - Workshop Groups

The following are detailed reports of four of the workshop sessions. This is a detailed sample of the proceedings of four of the small groups. For a summary of proceedings in each of the ten groups, see the main text.

WORKSHOP GROUP I

The session was opened by Mr. Don Summers. In his opening remarks Mr. Summers suggested the workshop focus on examining political and practical techniques that would lead to the institutionalization of COP. He cautioned that we should not deal with generalities, due to the unique characteristics of projects, but should come up with solutions that we can take back to our local communities.

Workshop participants then decided the discussion should concentrate on two focal points: (1) What are we going to do about the 2.7 million dollar cut for FY 1974?; and (2) What are we going to do about COP funding after FY 1975?

Discussion that evolved around these two questions dealt with a general feeling that obtaining local, state and IHE monies for COP is futile since these funds are scarce. Therefore, funding for COP beyond 1975 would have to come from the federal government. The group worked out the following strategy to insure this will occur:

1. To obtain federal funding, pressure will have to be put on the following bodies:
   a. Congresspersons and congressional committee that effect educational legislation (Perkins, Mondale, etc.)
   b. Community Action Groups
   c. Presidential advisory groups appointed to establish educational policy
   d. United States Office of Education

2. In response to the cutback of $2.7 million for 1974, (a) and (c) above will have to be informed of COP's successes and achievements and put pressure on the Office of Education personnel. It was suggested that comprehensive evaluation reports should be distributed to these two bodies.

A decision was then made that an ad hoc consortium of COP directors be formed on a regional basis with an elected chairperson in each of the ten regions. This chairperson would serve as coordinator of the flow of information to and from the following bodies:

1. Regional COP Director
2. Advisory Councils
3. Participants Council
4. Community Citizens
5. Superintendents
6. Local Principals and Teachers

It was orginally suggested by Mr. Summers that NCTL coordinate the above effort on a national basis and be the main lobbying body in Washington. Since this function for NCTL would be against the guidelines established by the Developmental Assistance grant, this suggestion was withdrawn and changed; it was decided (with Alan Gartner present) NCTL could serve in the capacity of information disseminator.

The workshop ended with a unanimous decision that the Regional Meetings, scheduled for the following afternoon (March 5th) should be utilized to establish regional committees and elect a regional chairperson.

Chairperson:	Don Summers, Hartford, Connecticut
Resource person:	Richard Hunter, Richmond, Virginia
Recorder:	Charles Eaton, Harrisburg, Pennsylvania

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WORKSHOP GROUP II

A discussion began with a proposal that NCTL work in conjunction with local COP directors, state coordinators, and regional project officers as a "national steering committee" to lobby for the continuation of COP. While there was much general agreement to this proposition within the group, one participant vocally opposed such a move. He based his opposition on the fact that NCTL, as a federal grantee, "simply cannot serve as a lobbyist with federal funds." He went on to say however, that USOE does have the ability and staff to present a posture of advocacy for the continuation of COP.

A number of participants voiced doubts about the COP advocacy position of USOE. An alternative proposal was then made which would establish a national advocacy group separate from both NCTL and USOE. Such a group would accomplish, hopefully, the same goals as the original proposal but without the legal problems. There was general agreement on this point.

The need for data supporting the effectiveness of COP was expressed and in order to collect such data it was suggested that the proposed national advocacy committee develop a form requesting such supportive data from the local projects.

Several participants voiced concern over the evaluation of COP in order to justify its continuation but were at a loss as to how to go about such an evaluation. One participant mentioned that NCTL has some staff people who are adept at this and who are available for such technical assistance as per their federal contract.

The discussion then shifted to the problem of "selling" COP to Congress-people who aren't "educator types" and who don't talk "educational jargon." Some of the possibly pertinent "selling points" raised were: (1) breaking the poverty cycle by helping people to get off the welfare rolls; (2) the "ripple effect" of educating poor people who in turn will lift others out of the poverty cycle; (3) the number of families (and, more importantly, the number of voters) who are affected by COP; (4) COP as a vehicle for 'democratizing' teacher education and education in general with data showing increased numbers of minorities as teachers in schools; and (5) a refutation of the 'teacher surplus' argument by showing that COP graduates are qualitatively different (n.b. not many COP graduates are unemployed).

Chairperson:	Sylvia Faulk, Oakland, California
Resource person:	Joseph Gelt, Tsaile, Arizona
Recorder:	Jerry Chapman, Tallahassee, Florida

WORKSHOP GROUP III

In West Virginia, a major problem is school funding. There, as in some other states, it costs less for schools to hire a teacher than it does to hire a paraprofessional, because paraprofessionals are not included in the state formula for tax aid funding. It was recommended that a drive be launched to improve the status of paraprofessionals in the eyes of the states to encourage fiscal support of programs like COP.

Ohio, with approximately 8,000 licensed paraprofessionals, also has budget problems. During periods of budgetary cutbacks, paraprofessionals are the first to be let go from the payrolls. A participant from Ohio said that there is no union support forthcoming for paraprofessionals. It was recommended that a career lattice be instituted which would help save the program. Those programs without career lattices are, in fact, in real trouble now.

Participants saw paraprofessionals and career lattices (manpower development) as two different concepts which need to be clarified. One participant noted that there is a confusion with "educational jargon." Some teacher aides enter as civil service employees by taking an exam while others (like COP participants) come in as paraprofessionals entitled to training, increments, and benefits.

Another participant mentioned the problem of fear on the part of regular teachers who resented paraprofessionals as a threat to their jobs. He noted that this is a significant problem for institutionalization.

Chairperson: Dalhart Dobbs, Erie, Pennsylvania
Resource Person: Marvine Massiwer, Pawtucket, Rhode Island
Recorder: Theodore Lylis, Boston, Massachusetts

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WORKSHOP GROUP IV

This group arrived at the concensus that the interest in educational staff development for low-income and minority group persons varies from LEA to LEA. This is reflected in the fact that some school systems have institutionalized career development for paraprofessional staff, while others are entirely dependent on the COP program and funds for its continuation. In New York City, for example, COP participants make up only a small part of a staff development operation that includes 5,000 paraprofessionals and is funded in large part by a tax levy budget for career development. However, New York City is atypical in its commitment to career development for low-income and minority group auxilliary educational staff. More typical are such sites as Yakima, Washington, which has 600 certified teachers and 250 paraprofessionals -- of the 250 paraprofessionals, only the 60-70 COP participants have career development opportunities. In Gary, Indiana, whose 500 teacher aides include about 220 COP participants, there is a career lattice for all aides, but only COP participants gain academic credit for their work in the classroom. In West Virginia, which has about 2,000-3,000 teacher aides, COP is the only training program with a career lattice component.

For these sites, the end of federal funding for the COP program will mean the end of educational career development for low-income and minority group people.

It was stressed by many in this discussion group that a knowledge of the political and financial structure of the LEA is essential for COP directors and supporters who are trying to institutionalize the program. Moreover, it was suggested that even after the end of federal funding, attempts should be made to keep on the COP director as an advocate for the practices developed by COP.

The following recommendations and proposals were made:

1. Because the COP principles and concepts are too important to be lost, the group goes on record as recommending that each project evaluate and identify the most successful aspects of its program and collect data to support this. Such data should be brought to the attention of national and regional COP and to the LEA.

2. COP projects should collaborate with other LEA personnel groups, such as teachers, custodians, administrators, in obtaining support for career development programs.

3. Because the policies of participating IHE's have been changed only temporarily to accommodate COP participants, written commitments should be gotten from IHE's assuring that they will continue such experiential teacher training programs after COP funding is discontinued.

4. Project directors should investigate the possibility of revenue sharing as a means of continuing funding for COP.

Chairperson: Gladstone Atwell, New York, New York
Resource Person: John Conner, Worcester, Massachusetts
Recorder: Nancy Falk, St. Paul, Minnesota

COP NOTES

No. 1 SPECIAL CONFERENCE BULLETIN March 4. 1974

FLETCHER CHALLENGES EDUCATORS TO MEET CHANGING NEEDS

Arthur A. Fletcher kicked off the Conference with a dramatic and eloquent keynote address after an introduction by Thomas Carter and remarks on COP's successes by Van Rush. Mr. Fletcher noted that because the labor force's composition is changing at a rapid pace, the only way to meet our nation's changing demands is through an institutionalized career ladders concept which would transform our educational system into a true "Human Resources Development Delivery System." He urged those present to meet this educational and political challenge. In concluding, Mr. Fletcher quoted Black educator Mary McLeod Bethune, who said: "I leave you, finally, a responsibility for our young people....."

* * * *

Conference Monitors

To provide assistance to workshop chairpersons and staff, a number of participants from the Dallas-Ft. Worth project will be serving as session monitors. Dr. Billy Pope, project director, arranged for their much appreciated assistance.

* * * *

Please take note of tonight's film and slide presentations:

5:30 p.m. - 45 minute slide presentation on the Richmond, Virginia, COP Project.

8:00 p.m. - "Teams for Learning", a film presentation by the Bank Street College of Education, New York, N.Y.

Bethune Dedication Planned

On the 99th anniversary of her birth July 10, 1974, in Washington, D.C., there will be a dedication of the first memorial on public land in the nation's capital to a Black American - Mary McLeod Bethune. Those wishing further information should contact:

Ms. Fran Dory
National Council of Negro Women
815 Second Avenue
New York, N.Y. 10017
(212) 687-5870

* * * *

Special Bulletin Published

This is the first of three special bulletins to be issued during the conference. Announcements or other items of concern may be left in the conference office, El Corralito Room, by 7 p.m., for publication the next morning.

* * * *

Exhibits

They're there to be seen!

Conference attendees are urged to spend a few minutes viewing the exhibits on the Mezzanine.

Projects having displays include Erie, Pennsylvania, Bank Street College of Education, Miami, Florida.

Others interested in setting up an exhibit should contact the conference office, El Corralito Room.

BOLETIN ESPECIAL DE LA CONFERENCIA

No. 1

Marzo 4, 1974

Fletcher Desafía los Educadores

Arthur Fletcher lanzó la Conferencia con un discurso dramático y elocuente. Thomas Carter tuvo a cargo la presentación y Van Rush dijo unas breves frases sobre los éxitos del COP. El Sr. Fletcher hizo notar que debido a los constantes cambios en los requisitos requeridos de los trabajadores, la única manera de estar listos para cubrir las demandas del futuro es a través de la institucionalización del concepto de carreras ascendentes. De este modo se transformará el sistema educacional en un sistema de desarrollo de las reservas humanas El Sr. Fletcher concluyó citando las palabras de la educadora Negra Mary McLeod Bethune, " I por último, les dejo la responsabilidad por la juventud."

* * * *

Monitores de la Conferencia

Un grupo de participantes del proyecto de Dallas-Fort Worth servirán como monitores durante las diferentes sesiones. El Dr. Billy Pope hizo los arreglos necesarios para que los participantes prestaran esta ayuda a la Conferencia.

* * * *

Los filmes que se presentarán esta noche son:

5:30 p.m. Diapositivos (45 min.)
Presentación del Proyecto de Richmond, Va.

8:00 p.m. Filme: "Teams for Learning"
Presentación de Bank Street College of Educación, New York, N. Y.

Planes para una Dedicacion a Bethune

En el 99 avo. aniversario del nacimiento de Mary McLeod Bethune, Julio 10, 1974, se llevará a cabo en Washington, D. C. una ceremonia durante la cual se inaugurara el primer monumento en tierra federal en la capital de la nación, en honor a un Negro Americano.

Información adicional se puede obtener de:

Ms. Fran Dory
National Council of Negro Women
815 Second Avenue
New York, N. Y. 10017
(212) 687-5870

* * * *

Boletín Especial de la Conferencia

Este es el primero de tres boletines especiales que se publicarán durante la conferencia.

Noticias de interés general para ser publicadas en el Boletín, deben dejarse en El Corralito Room no más tarde de las 7 p.m. del día anterior a su publicación.

* * * *

Exhibiciones

Las exhibiciones instaladas en el Mezzanine son para la información de todos los participantes de la Conferencia.

Los proyectos que han colocado exhibiciones son: Wilmington, Delaware; Miami, Florida; Walker County, Ga.; Ashville, N.C.; Dayton, Ohio; Erie, Pa.; and the Bank Street College of Educacion, New York.

Para información sobre como organizar su exhibición, sírvase dirijirse a la Oficina de la Conferencia en El Corralito Room.

COP NOTES

BOLETIN ESPECIAL DE LA CONFERENCIA
No. 2 Marzo 5, 1974

REUNION DEL COMITE/ SE ESPERA REPORTE

El comité formado por los diez directores de las sesiones se reunió ayer, despues de la Asamblea General que tuvo lugar a las 4 p.m., para trabajar en un reporte colectivo. Este reporte se distribuirá hoy por la mañana y se discutirá durante la Asamblea General que tendrá lugar a las 3:30 p.m. en el Embassy Ballroom.

LO QUE DIJERON....

"La Educación Carreristica es una farsa si despues de completar una carrera educacional no hay trabajo para el estudiante."

"Si no hay desarrollo y crecimiento dentro de una carrera, la educación carreristica es una estafa."

"El COP no es una promesa. Es una demostración viva de un éxito. Es un desafío al sistema educativo Americano a adoptar nuevos metodos cuyo exito ha sido comprobado. Es un ejemplo vivo del éxito de la educación carreristica."

-- Kenneth Hoyt, Associate Commissioner, U.S. Office of Ed.

* * *

"La gente Negra tiene la respuesta a preguntas que Uds. no se han formulado aun."

" El COP fortaleze la Educación Americana dirijiendose al gran número de personas con las que nadie ha contado."

-- Samuel Proctor, Professor, Graduate School of Ed. Rutgers Univ.

* * *

Los materiales en exhibicion que estan rotulados "For display only" deben ser devueltos a la exhibicion correspondiente. Muchas gracias.

PROGRAMA DE LA CONFERENCIA

Las tres reuniones de "Problem Workshops" tendrán lugar hoy, de acuerdo al programa, a las 9 a.m., a las 11 a.m., y a las 2 p.m. (La reunión sobre Evaluación tendrá lugar en el Vista Room, Mezzannine del hotel. Todas las otras sesiones se llevarán a cabo en las habitaciones designadas en el programa.)

A las 3:30 p.m. se reunirá la Asamblea General para considerar el reporte que el comité preparara en la tarde de ayer.

Las reuniones de las diez regiones se llevaran a cabo de acuerdo al programa, lo mismo la única sesion abierta del día que tendrá lugar a las 7 p.m.

Los filmes se presentaran de 3:30 a 4:30 y de 7 a 9 p.m. en el Blue Bonnet Room. El programa correspondiente estará colocado en la puerta de dicha habitación.

* * *

Rubén Rodríguez reporta que en California, la proporción entre maestros y alumnos es:

1 a 19	Blancos
1 a 28	Orientales
1 a 48	Negros
1 a 154	con apellido latino

* * *

REPORTE DE INSCRIPCIONES

De acuerdo a la última información, 377 personas se han inscrito para la Conferencia. Inclusive desde Puerto Rico, Hawaii y Alaska han venido participantes.

COP NOTES

No. 2 SPECIAL CONFERENCE BULLETIN March 5, 1974

COMMITTEE WORKS/REPORT COMING

The Committee of Ten Workshop chairpersons met yesterday following the 4 P.M. Plenary Session and moved toward developing a consensus recommendation. The committee's report will be distributed this morning and will be discussed at a plenary session today at 3:30 P.M. in the Embassy Ballroom.

* * *

RETURN OF MATERIALS

Please return any materials taken from displays labelled "For Display Only" to the El Corralito Room.

* * *

WHAT THEY SAID . . .

"Career Education is a farce if at the end of a career education program, there is no job for the kid."

"Without career development, career education is a con game."

"COP is not a promise. It is a demonstration that has worked. It is a challenge to American education to change in ways that have proven successful. It is a proven example of career education success."

--Kenneth Hoyt, Associate Commissioner, USOE

"COP strengthens American education by addressing the large pool of persons out there who are untapped."

"Black people have the answers to questions you haven't even come up with yet."

--Samuel Proctor, Professor, Graduate School of Education, Rutgers University

TODAY'S AGENDA

The three cycles of "Problem Workshops" will meet as scheduled today at 9 A.M., 11 A.M., and 2 P.M. All rooms are as on the agenda except that the Evaluation Workshops will be held in the Vista Room on the Mezzanine. At 3:30 P.M. there will be a special plenary session to consider the report of the committee selected at yesterday's afternoon session. (Embassy Ballroom, Mezzanine). The "Drop In Sessions" will be held only at 7:00 P.M. and the ten regional meetings will be held at 4:30 P.M. Films will be shown from 3:30 P.M. to 4:30 P.M. and 7 - 9 P.M. in the Blue Bonnet Room (film schedule posted outside room).

* * *

REGISTRATION REPORT

According to the final tally, 377 persons have been registered. Participants have come from as far away as Alaska, Hawaii, and Puerto Rico.

* * * * *

ALL RECORDERS OF THE SMALL WORKSHOP SESSIONS SHOULD TURN IN THEIR REPORTS TO THE EL CORRALITO ROOM AS SOON AS POSSIBLE.

* * *

TEACHER-STUDENT RATIOS

Ruben Rodriguez reported that in California, the ratio of teachers to students is:

1 : 19 for Anglos,
1 : 28 for Asians,
1 : 48 for Blacks, and
1 : 154 for Spanish-surnamed

COP NOTES

No. 3 SPECIAL CONFERENCE BULLETIN March 6. 1974

BRYAN LUNCHES WITH COP PARTICIPANTS

Yesterday a luncheon was held for the fifteen Dallas-Fort Worth COP participants who served as session monitors during the conference. J Ned Bryan, National COP Coordinator, USOE, told the participants that in speaking to a number of COP Directors from around the country, he found that many of them were committed to seeing that current COP participants will graduate from the program despite the end of its funding. The COP Conference staff joined with Dr. Bryan in thanking the participants for their assistance.

CONFERENCE REPORT COMING

Conference participants will receive a full conference proceedings report. In addition to this report, a SPECIAL CONFERENCE ISSUE of COP NOTES will be distributed in April.

REGIONAL CONFERENCES PLANNED

Regional Conferences scheduled for the near future are:

Region IV -- March 25 - 27
Huntsville, Alabama

Region X -- April 16 - 18
Yakima, Washington

WORKSHOPS PROMOTE INTERCHANGE

Nine areas of concern to COP projects were addressed Tuesday in simultaneous workshops which stimulated fruitful exchanges between conference participants. During the sessions, problem areas were identified, recommendations and proposed solutions were made and participants shared their unique and varied experiences. The hope was expressed that the communication and interchange that took place during the Conference will continue once participants return home.

MOVING HORIZONTALLY ON THE CAREER LATTICE

While the majority of COP participants are preparing to become teachers of elementary and secondary education, a number of others are pursuing careers as school social workers, school nurses, school librarians, counselors, researchers, and administrative personnel.

CONFERENCE MATERIALS

We ask that those people who have left materials with us pick them up in the El Corralito room before 11 A.M. today.

"I LEAVE YOU, FINALLY, A RESPONSIBILITY FOR OUR YOUNG PEOPLE . . ."

HAVE A SAFE TRIP HOME!

COP NOTES

No. 3 BOLETIN ESPECIAL DE LA CONFERENCIA Marzo 6,1974

BRYAN ALMUERZA CON PARTICIPANTES

Un almuerzo se ofreció ayer en honor de los quince participantes del COP de Ft. Worth, Texas, que gentilmente ofrecieron sus servicios como monitores, traductores y anfitriones.

J Ned Bryan, Coordinador Nacional de COP (USOE), dijo a los participantes que a través de sus conversaciones con varios directores de proyectos, es su impresión que la mayoría de ellos continuarán su ayuda a los participantes actualmente matriculados en los programas, incluso si no se reciben más fondos

Los organizadores de la Conferencia se unieron al Dr. Bryan en su agradecimiento a los participantes.

SE PREPARA INFORME DE LA CONFERENCIA

Un reporte sobre las actividades de la Conferencia será enviado a todos los participantes. Además, un número especial de COP Notes dedicado en su totalidad a la Conferencia se distribuirá en abril.

FUTURAS CONFERENCIAS

Las siguientes Conferencias Regionales tendrán lugar:

Región IV -	Huntsville, Alabama Marzo 25-27, 1974
Región X -	Yakima, Washington Abril 16-18, 1974

SESIONES PROMUEVEN INTERCAMBIO

Los nueve tópicos que se exploraron durante las reuniones simultáneas del día martes, sirvieron de marco a un diálogo dinámico y productivo entre los miembros de la familia del COP y otros participantes de la conferencia provenientes de todo el pais.

Durante los intercambios de información, experiencias y materiales entre los participantes, también se identificaron problemas comunes y se ofrecieron recomendaciones para solucionarlos.

AVISO A LOS EXHIBIDORES

Se ruega a las personas que tienen materiales en exhibición que los recojan en El Corralito Room antes de las 11 a.m. de hoy.

MOBILIDAD HORIZONTAL

Si bien la mayoría de los participantes del COP se orientan hacia convertirse en maestros de enseñanza primaria y secundaria; otros se estan preparando para incorporarse a otros campos dentro del sistema escolar, tales como trabajadores sociales, enfermeros, bibliotecarios, consejeros, investigadores y administradores.

"... Y POR ULTIMO, LES DEJO LA RESPONSABILIDAD POR LA JUVENTUD..."

ADIOS Y BUEN VIAJE!

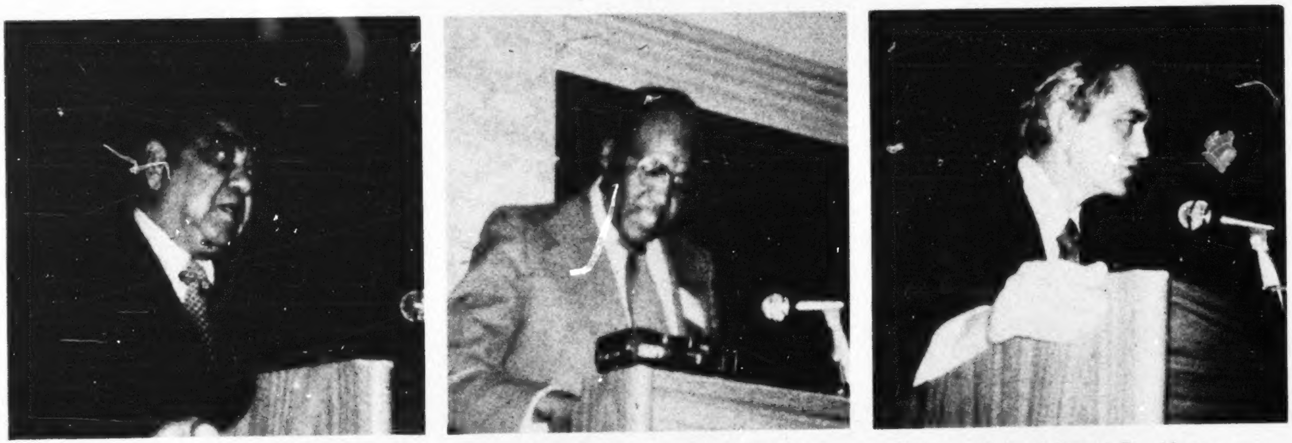
COP NOTES

No. 7

April, 1974

SPECIAL CONFERENCE ISSUE

NATIONAL COP CONFERENCE HELD IN DALLAS



Speakers for the National COP Conference (from left to right) included: Barney Hilburn, School Board President, Oakland, California; Arthur A. Fletcher, former Assistant Secretary of Labor; and Ken Hoyt, Associate Commissioner of Career Education.

On March 3rd through 6th, over 400 persons including COP Directors, IHE representatives, State COP coordinators, participants, school superintendents and board members, members of advisory councils, and federal officials met in Dallas, Texas for the Third National COP Conference.

The first national COP meeting since 1971 brought together representatives from 46 states, including Alaska, Hawaii, and Puerto Rico.

The Honorable Arthur A. Fletcher, former Assistant Secretary of Labor, kicked off the conference with a banquet keynote address titled "A Case for Change." Dr. Fletcher, who was introduced by Thomas Carter, Director, Division of Educational Systems Development and toastmaster for the evening, emphasized the importance of career development, in conjunction with an institutionalized career lattice concept, in establishing a much needed "Human Resources Development Delivery System."

Viewing institutionalization of COP successes and achievements as its major goal, the conference got under way Monday morning with two major speeches: "The COP Thrust," delivered by Sam Proctor, Rutgers University, and "COP as Career Education" by Ken Hoyt, Associate Commissioner for Career Education, U.S.O.E. Both Dr. Proctor and Dr. Hoyt emphasized the successes and achievements of COP in tapping a new source of labor and challenging the American educational system to make much needed change.

Continuing with the theme of institutionalization, a panel consisting of school superintendents and board members discussed the achievements of COP as they relate to educational goals of local school districts. Assembling in ten simultaneous workshops, conference participants then met to discuss and design strategies to insure the institutionalization of COP at the federal, state, and local levels.

Following these workshops a plenary session was held to discuss workshop outcomes. Stemming from this session, workshop chairpersons later met and developed a resolution which was adopted by conference participants on Wednesday morning.

On Tuesday, three cycles of nine problem workshops met to discuss "Evaluation of COP Programs," "Career Lattices," "Hiring of COP Graduates," "Field-Based Teacher Education,"

(con't. on pg. 6)

A service provided under a developmental assistance grant from the US Office of Education in support of the Career Opportunities Program to the New Careers Training Laboratory, Queens College, 184 Fifth Avenue, New York City, NY 10010 212 924-4777.

RESOLUTION ADOPTED

In a plenary session on Wednesday, March 6, 1974, the participants at the National Career Opportunities Conference adopted a resolution whose key points called for:

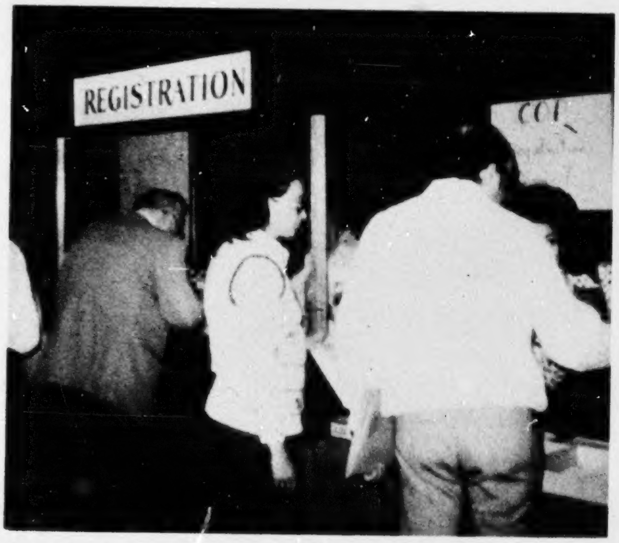
1) Funds to be allocated for COP projects in FY 1975, above FY 1974 levels.
2) An Amendment to be added to current EPDA legislation mandating funding of COP beyond 1975.
3) A division to be established at the federal level (with regional representation) for the pre-service preparation of teachers for low-income and minority students employing the COP model.
4) Funds to be allocated to provide a continuing supply of bilingual teachers for bilingual children.
5) Plan for systematic institutionalization of COP at the local, state, and IHE level to be designed to insure more effective local involvement in the continuation of COP.

To insure that the above statements go into effect, the following procedures were included:

1) Collect data concerning the successes and achievements of COP projects and disseminate these data to legislators at the national and state levels and to local school boards.
2) Form regional advocate groups to design and implement strategies to inform and seek financial aid for the continuation of COP.
3) Election of a national advocate group representing the 10 regions to coordinate regional committees' efforts and disseminate information to national leaders and regional coordinators. The members elected include: Chairperson, Angel Gonzalez, Superintendent of Schools, Crystal City, Texas; Resource Person, Barney Hilburn; Region I, Don Summers; Region II, Daisy Morgan; Region III, Blanche Fleming; Region IV, John Petrie; Region V, Ulysses Harvey; Region VI, Enrique Barrera; Region VII, Gloria McCrorey; Region VIII, Laura Demaray; Region IX, Sylvia Faulk; and Region X, Bobbie Nunn.
4) Follow-up meeting be held no later than June 1, 1974 to assess progress in implementing resolution.
5) COP Project Directors to contact respective congressional representatives to publicize need for continuation and federal support of COP.

> "COP is not a promise. It is a demonstration that has worked. It is a challenge to American education to change in ways that have proven successful. It is a proven example of career education success."
>
> Dr. Kenneth Hoyt, Associate
> Commissioner of Career Education,
> USOE

> "COP strengthens American education by addressing the large pool of persons out there who are untapped."
>
> Dr. Samuel Proctor, Professor,
> Graduate School of Education
> Rutgers University



Conference participants obtain conference materials during registration.

Taking a break from the day's activities are (left to right): Francine Delany, Asheville, North Carolina; and Gloria Goore and Edna Revels, Winston-Salem, North Carolina.

LA CONFERENCIA NACIONAL DEL POC EN DALLAS

Del 3 al 6 de marzo mas de 400 personas, incluyendo directores del POC, representantes de instituciones de educación superior (IHE) coordinadores estatales del POC, participantes, superintendendes escolares, miembros del directorio, miembros de juntas asesoras, y oficiales del gobierno federal se reunieron en Dallas (Texas) para tomar parte en la Tercera Conferencia Nacional del POC.

Esta Conferencia, la primera desde 1971, reunió representantes provenientes de 56 estados, incluyendo Alaska, Hawaii y Puerto Rico.

La Conferencia se inauguró oficialmente con un banquete durante el cual el Hon. Arthur A. Fletcher, ex-Asistente al Ministro del Trabajo, pronunció el discurso principal titulado "Un argumento a Favor de Cambio," en el que hizo énfasis sobre la importancia del desarrollo de las profesiones, en conjunto con la implantación de un concepto de niveles carreristicos y la necesidad de establecer un "Sistema de Transmisión del Desarrollo del Potencial Humano." La presentación del Dr. Fletcher estuvo a cargo de Thomas Carter, Director de *Educational Systems Development*.

Ya que el objetivo principal de la Conferencia era la institutionalización de los cambios y adelantos logrados por el POC, los dos discursos principales del día lunes fueron "La Embestida del POC," por Sam Proctor de la Universidad de Rutgers, y "El POC Como Educación Carreristica," por Ken Hoyt, Comisionado Asociado de Educación Carreristica. Tanto el Dr. Hoyt como el Dr. Proctor hicieron hincapié en los éxitos y logros obtenidos por el POC en la exploración de una nueva fuente de trabajadores y en lograr que el sistema educacional Americano haga los cambios necesarios.

Dentro del mismo tema de institucionalización, un comité integrado por superintendentes escolares y miembros del directorio, discutieron la relación entre los cambios conseguidos por el POC y las metas educacionales de los diversos distritos escolares. Los participantes de la Conferencia se reunieron en diez grupos pequeños para discutir y proponer formas de lograr la institucionalización del POC a nivel federal, estatal y local.

El Profesor de la Universidad de Rutgers, Samuel Proctor, habla sobre el aporte del POC a la educación.

Despues de estas reuniones se llevó a cabo la Sesion Plenaria duante la que se discutieron las conclusiones de los diez grupos. De esta sesión surgió un acuerdo general, preparado por los presidentes de los diferentes grupos, el que fue aprobado por todos los participantes el día miércoles por la mañana.

Durante el día martes tres ciclos, integrados por nueve pequeñas sesiones cada uno, se llevaron a cabo con el proposito de ayudar a promover el intercambio de ideas y encontrar solución a problemas comunes.

El mismo día martes, despues de las reuniones regionales que se habían programado, un gran numero de participantes asistió a las reuniones informales abiertas auspiciadas por algunos de los programas nacionales del POC (Bank Street College of Education, The National Commission on Resources for Youth, New Careers Training Laboratory Developmental Assistance, New Career Training Laboratory Doctoral Program) y una sesión especial sobre "Subsidios y Procedimientos Fiscales."

En la mañana del miércoles G. Robert Bowers, Asistente al Superintendente de Instrucción Pública del Estado de Ohio, pronunció un discurso titulado "Nuevos Horizontes en la Educación Pedagógica," en el que habló sobre el futuro de la educación de los maestros. Según el Dr. Bowers, la educación pedagógica futura deberá orientarse hacía los siguientes puntos:

1) Experiencia práctica desde el comienzo de la instrucción. Esta será requerida en una variedad de locales escolares – urbanos y rurales.
2) Los mestros están cansados de recibir cursos mohosos de metodología. Estos cursos se transferirán a las escuelas elementales y secundarias.
3) Las escuelas elementales y secundarias se convertiran en entidades vitales y simbióticas dentro de la educación del maestro.
4) La selección y retención de los estudiantes de pedagogía se basará sobre varios factores, el más importante será el rendimiento efectivo en el aula.
5) Se ofrecerán experiencias clinicas para que los estudiantes puedan aprender a diagnosticar los problemas en la enseñanza y prescribir las medidas necesarias para corregirlos.
6) Cada estudiante de pedagogía deberá ser capaz de enseñar a leer al nivel de grado o edad correspondientes.
7) Los profesores, de práctica o teoría, necesitarán certificación de experiencia y entrenamiento.
8) Se creará el concepto del primer año de enseñanza. Durante esta año los colegios y los distritos escolares supervisarán los nuevos maestros.
9) La educaión de los maestros se convertirá en una disciplina al instituirse objetivos que guien los

individuos a traves de su desarrollo para asegurar el logro del concimiento, destreza, actitud y valores.

10) Los subsidios que recibirá la educación de los maestros serán mas de acuerdo a su importancia y relevancia a las necesidades de la sociedad.

Despues del discurso del Dr. Bowers, un grupo de personas se reunieron para discutir fuentes de subsidios nacionales, estatales y locales.

Durante la Asamblea General de Clausura de adoptó la Resolución que, según J Ned Bryan dijo en su discurso, servirá junto con otras resoluciones como una base sólida para construír el futuro del POC.

Durante la Conferencia los participantes tuvieron la oportunidad de ver de cerca los progresos de los diferentes proyectos.

Engalanando el "mezzanine" habían exhibiciones destacando las características sobresalientes de los proyectos, asi como también materiales escritos y desarrollados por ellos.

Entre los proyectos que tenían exhibiciones podemos nombrar: Erie, Pennsylvania; Miami, Florida; Babel (Berkley, California); Trenton, New Jersey; Cleveland, Ohio; Walker County, Georgia; Pawtucket, Rhode Island; Asheville, North Carolina; Wilmington, Delaware; and Martinsburg, West Virginia. Dos de los programas nacionales del POC, Bank Street College of Education and National Commission on Resources for Youth, también pusieron exhibiciones.

Durante las noches se hicieron presentaciones de filmes y diapositivos para los interesados. Richmond, Virginia; Dayton, Ohio; Arcata, California; Grand Rapids, Michigan; and the Bank Street College Program, se cuentan entre los proyectos que presentaron este tipo de material.

SE ADOPTA ACUERDO GENERAL

El día 6 de marzo de 1974, durante la Sesión Plenaria de la Conferencia Nacional del POC, los participantes adoptaron una resolución cuyos puntos principales son:

1) Que los fondos adjudicados a los proyectos del POC en FY1975 sean sobre el nivel de FY1974.
2) Que la legislatura del EPDA actual se enmiende de tal forma que incluya la asignación de fondos para el POC más alla de 1975.
3) Que se establezca una nueva sección federal (con representación regional) que sirva para la preparación de maestros de estudiantes pobres y minorías usando el modelo del POC.
4) Que se asignen fondos para proporcionar un flujo contínuo de profesores bilingües.
5) Que los planes para la institucionalización sistemática del POC al nivel local, estatal, y de las instituciones de educación superior se formulen en tal forma que se asegure la intervención local en la continuación del POC.

Para lograr que estas proposiciones sean adoptadas, se propusieron los pasos siguientes:

1) La recolección de información sobre los triunfos y logros de los diferentes proyectos del POC y la distribución de esta información entre los legisladores nacionales y estatales y los departamentos de educación locales.
2) La formación de grupos regionales intercesores que diseñen e implementen estrategias para lograr ayuda financiera a la continuación del POC.
3) La elección de un grupo nacional de intermediarios, representando a las diez regiones, que sirva de coordinador entre los comités regionales y distribuya información a los líderes nacionales y los coordinadores regionales. Los siguientes miembros se eligieron: Director, Angel Gonzáles, Superintendente Escolar, Crystal City, Texas; Informador, Barney Hilburn;

(Sigue en la próxima página)

"En POC no es una promesa. Es una demostración viva de un éxito. Es un desafío al sistema educativo Americano a adoptar nuevos métodos cuyo éxito ha sido comprobado. Es un ejemplo vivo del éxito de la educación carreristica."

Dr. Kenneth Hoyt, Associate
Commissioner of Career Education,
USOE

"El POC fortaleze la Educación dirijiéndose al gran número de personas con las que nadie ha contado."

Dr. Samuel Proctor, Professor,
Graduate School of Education,
Rutgers University

Region I, Don Summers; Region II, Daisy Morgan; Region III, Blanche Fleming; Region IV, Enrique Barrera; Region VII, Gloria McCrorey; Region VIII, Laura Demaray; Region IX, Sylvia Faulk; and Region X, Bobbie Nunn.

4) Se llevará a cabo una reunión, no más tarde de Junio 1, para determinar el progreso logrado en la implantación de estas resoluciones.

5) Los Directores de los proyectos deberán ponerse en contacto con sus representates correspondientes en el Congreso para informarles de la necesidad de continuar la ayuda federal al POC.

Maggie W. Alston, representa la Junta Escolar de Hartford, Connecticut

NOTAS BREVES

Un gran número de caracteristicas interesantes de los proyectos se dieron a conocer durante la Conferencia Nacional del POC. Entre ellas:

- El concepto de mobilidad horizontal en Louisville, Kentucky ofrece la oportunidad para los participantes de poder avanzar hacia carreras en administración, e investigación además de enseñanza.
- Un consejo administrativo formado por paraprofesionales se establecerá en el estado de Connecticut para asesorar al Departamento Estatal del Trabajo en materias tales como selección, entrenamiento, desempeño y evaluación.
- El Municipio de la Ciudad de Waterbury, en Vermont, ha votado asignar en su presupuesto para 1974-75 más de la mitad del dinero necesario para el mantenimiento del POC. Eso se llama cooperación con los fondos fiscales.
- En Lincoln, Nebraska, el POC ofrece orientación vocacional para los participantes en áreas ajenas a la educación primaria o secundaria debido a la escasez de empleos.
- El POC de Boston ha instituído un "Día del Empleo" durante el cual ayuda a los participantes en sus solicitudes de empleo en el area de Boston.
- La mayoría de los participantes en el proyecto de Boston trabajan en las escuelas de la comunidad (escuelas alternativas, auspiciadas en su mayoría por los padres de familia que no estaban satisfechos con la instrucción que sus hijos recibían). Despues de su graduación muchos de los ayudantes del POC regresan a enseñar a éstas mismas escuelas.
- En San Bernardino, California, la Directora del POC Juanita Jones, reporta que la ayuda a los participantes no termina una vez que se emplean como maestros, Despues los graduados son evaluados en su trabajo.

> "Si queremos lograr la institucionalización de seguir utilizando los servicios de las personas provenientes de medios pobres y su entrenamiento para convertirlas en maestros de niños provenientes de los mismos medios, entonces la institucionalización de la mobilidad horizontal debe lograrse al mismo tiempo."
>
> Dr. J. Zeb Wright, Coordinador SEA,
> West Virginia

CERTIFICADO

Un Certificado de Capacitación (con las correspondientes firmas de USOE) esta a la disposición de los graduados del POC. Los directores de los proyectos pueden pedir las copias necesarias por intermedio de los oficiales regionales de proyecto (RPO).

> "Y por último, les dejo la responsabilidad por la juventud . . ."
>
> Dr. Mary McLeod Bethune
> Cita por el Hon. Arthur A. Fletcher

(con't from pg. 1)

"Veterans," "Working with the Community," "Bilingual Education," and "Concerns of Urban and Rural Projects." Their purpose was to help promote interchange in making recommendations for solutions to problem areas.

After regional meetings on Tuesday afternoon, conference participants attended drop-in sessions with staff from the National COP Programs (Bank Street College of Education, The National Commission on Resources for Youth, New Careers Training Laboratory Developmental Assistance, New Careers Training Laboratory Doctoral Program and a special session on Grants and Fiscal Procedures.

Wednesday morning, G. Robert Bowers, Assistant Ohio State Superintendent for Public Instruction, in an address titled "Teacher Education Redesign" spoke of future trends in teacher education. According to Dr. Bowers, future teacher education will very likely be marked by the following dimensions:

1) Earlier and more realistic field-based experiences are being called for by all sectors. They will be required in a variety of school settings from inner city to rural.
2) Practitioners are tired of being subjected to courses in methodology masked from the dynamics of the classroom by an overgrowth of ivy. Methods courses will be moved to the elementary and secondary schools.
3) Elementary and secondary schools will become vital, symbiotic partners in the teacher education process.
4) Selection and retention of teacher education students will be based upon a number of variables, the most important of which will be demonstrated performance in working effectively with boys and girls.
5) Clinical experiences will be provided so that teacher education students can truly learn to diagnose learning difficulties and prescribe appropriate instructional strategies.
6) Every teacher education student will be cognizant and capable of teaching reading as it pertains to the subject or age level.
7) Professors working with teacher education students in either field-based or clinical settings will need certification as to demonstrated experience and training.
8) A specially-designed entry year will emerge. First year full-time teachers will receive extensive supervision from both colleges and school districts.
9) Teacher education will become a discipline as objectives are set to guide indicicduals through the matrix developed to assure acquisition of the requisite knowledges and skills, attitudes and values.
10) Teacher education will be funded at a level more nearly commensurate with its importance to societal needs.

Following Dr. Bower's address, a panel on "Fiscal Linkages" brought together persons from a range of perspectives (regional, national, state, and local) in terms of funding opportunities.

At the closing plenary session, J Ned Bryan, in his closing statement, said that the conference outcomes would be a "reality base" upon which the future of COP would be built.

During the course of the conference, conference participants had various opportunities to examine closely what individual COP projects have been doing.

Decorating the mezzanine area were exhibits highlighting projects' successes and achievements. In addition to these displays, written materials developed by projects were also available.

A few projects exhibiting materials were: Erie, Pennsylvania; Miami, Florida; Babel (Berkeley, California); Trenton, New Jersey; Cleveland, Ohio; Walker County, Georgia; Pawtucket, Rhode Island; Asheville, North Carolina; Wilmington, Delaware; and Martinsburg, West Virginia. Bank Street College of Education and the the National Commission on Resources for Youth, two national COP programs, also ran displays.

Each evening in the film room, slide and film presentations were available to interested persons. Richmond, Virginia; Dayton, Ohio; Arcata, California; Grand Rapids, Michigan; and the Bank Street College Program were among those giving presentations.

Conference participants listen closely as Samuel Proctor addresses morning plenary session.

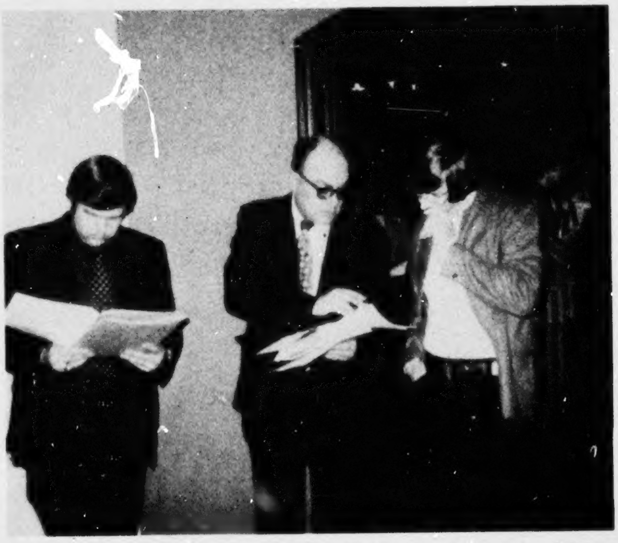
PARTICIPANTS PLAY ACTIVE ROLE

COP participants from the Dallas-Fort Worth project vocally expressed their support of the effort to institutionalize the Career Opportunities Program.

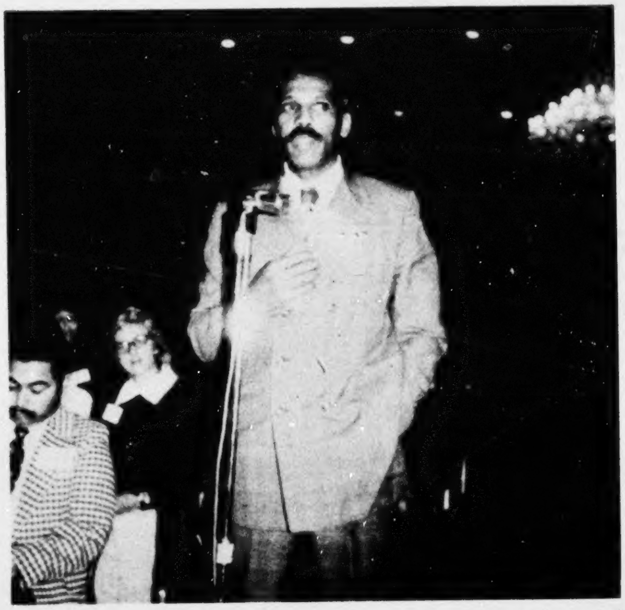
Ms. Altha Kennedy, spokesperson for the participants, stated during a plenary session that "COP insures that well-trained and committed persons become teachers of children from low-income communities."

The Dallas-Fort Worth participants acted as translators, hostesses, and session monitors during the conference, assisting workshop chairpersons, recorders, and conference staff.

During a luncheon on March 5th, J Ned Bryan, National COP Coorinator, met with the participants, thanked them for their services, and informed them of the expressed commitments of Project Directors to insure that current participants graduate despite anticipated cessation of funds.



Dwight Ezzell (left and James Wash, Jr. (center) of West Georgia College examine conference materials with Richard Wieczorek, Walker County, Georgia.



Malcolm Ford, Philadelphia, Pennsylvania, addresses the panel of school superintendents.

Grace E. Watson, Education Program Specialist, USOE, chairs opening plenary session.

"If we wish to institutionalize the continuous tapping of persons indigenous to low-income communities and the training of these persons to become teachers of children from these communities, then institutionalizing the career lattice concept must go hand in hand."

Dr. J. Zeb Wright, West Virginia SEA
Coordinator

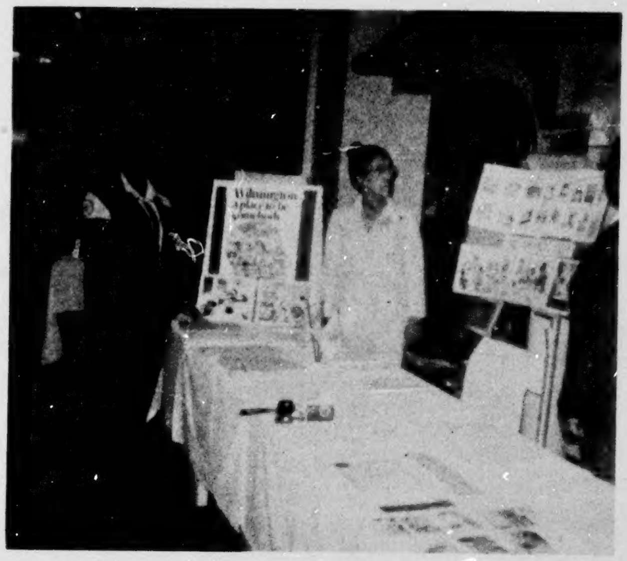
NOW AVAILABLE

A Certificate of Achievement for COP graduates (with appropriate USOE signatures) is now available. Project Directors should request necessary copies through their respective Regional Program Officers.

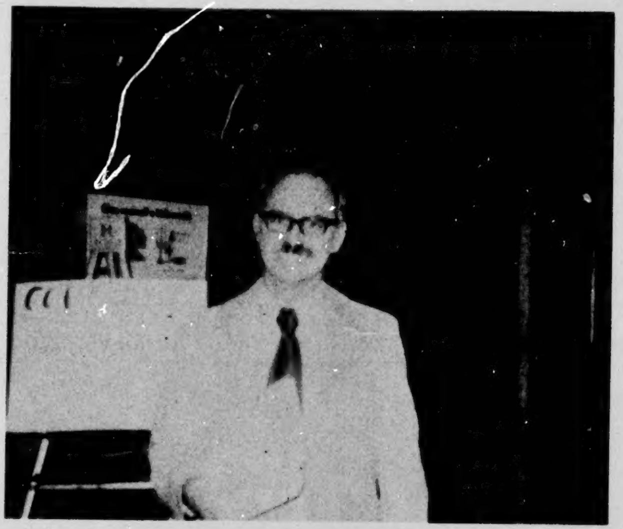
IN BRIEF

Many interesting features of COP projects became known during the course of the COP National Conference. Some of these features are:

- The career lattice in *Louisville*, Kentucky, provides opportunities for COP participants to move in the direction of administration, management, guidance, and research, along with teaching.
- A paraprofessional advisory committee established in the state of Connecticut will be advising the State Department of Personnel in such matters as staff selection, training, performance, and evaluation.
- Speaking of fiscal linkages, the Town Meeting in *Waterbury*, Vermont has voted to provide well over half of the COP costs in its 1974-75 budget!!!
- *Lincoln*, Nebraska COP offers vocational counseling for COP participants in areas other than elementary and secondary education because of the tight job market.
- *Boston* COP has instituted a Job Day to assist COP participants in applying for teaching positions in and around Boston.
- Most COP participants in the *Boston* project serve in community schools (alternative schools, in most cases set up by parents in low-income areas who were dissatisfied with the public education their children were receiving). After graduation, many COP aides return to the community schools as teachers.
- *San Bernadino*, California COP Director, Juanita Jones reports that assistance to COP participants doesn't stop once they are hired as teachers. COP graduates who are teaching are evaluated on the job.



Wilmington, Delaware COP – A Place to Be Somebody!



Zeb Wright, SEA Coordinator, West Virginia, poses for camera during registration.

"I leave you, finally, a responsibility for our young people. . ."

Dr. Mary McLeod Bethune,
quoted by the Honorable
Arthur A. Fletcher

Let us know what your project is doing!!! Send all materials (articles, letters to the editor, poetry, photos, cartoons, etc.) to:

COP Notes
c/o The New Careers Training Laboratory
184 5th Avenue, 5th Floor
New York, New York 10010

Managing Editor
Valerie Cunningham

CAREER OPPORTUNITIES PROGRAM
NATIONAL CONFERENCE

STATLER HILTON HOTEL
DALLAS, TEXAS

MARCH 3-6, 1974

AGENDA

Sunday, March 3, 1974

12:00 Noon to 7:00 P.M. Registration — Mezzanine

Conference Center — Mezzanine

Conference Office — El Corralito Room

7:00 P.M. Banquet — Embassy Ballroom

Greetings: Scott Tuxhorn, Acting Regional Director,
DHEW, Region VI

Toastmaster: Thomas Carter, Director of Division Educational Systems Development

Keynote Speaker: Honorable Arthur A. Fletcher
Former Assistant Secretary of Labor

"A Case for Change"

Monday, March 4, 1974

9:00 A.M. to 10:45 A.M. Plenary Session — Junior Ballroom

Greetings: Roberto Olivares, Regional Project Officer, Region VI, Dallas, Texas

Julius Truelson, Superintendent, Fort Worth Public Schools

Chairperson: Grace E. Watson, Education Program Specialist, Career Opportunities Program

Speakers: Samuel Proctor, Professor, Graduate School of Education, Rutgers University

"The COP Thrust"

Kenneth Hoyt, Acting Assistant Commissioner Office of Career Education, United States Office of Education

"COP as Career Education"

11:00 A.M. to 12:30 P.M. Plenary Session — Junior Ballroom

Panel: "What COP Has Done/Meant. How COP Practices Can be Related to LEA Goals"

Chairperson: Angel Gonzalez, Superintendent of Schools, Crystal City, Texas

Superintendents: G. C. Mangum, Darlington, S. Carolina;
Willard Anderson, Hardin, Montana
Lee Davis, Livingston, Tenn.
Thomas Goodman, San Diego, Calif.

School Board Members: Maggie W. Alston, Hartford, Conn.
Barney Hilburn, Oakland, Calif.

2:00 P.M. to 5:00 P.M. Small Groups

"How COP Practices Can Be Related to LEA Goals"

Chairperson: Donald Summers, Hartford, Conn.
Resource Persons: Richard Hunter, Richmond, Va.
Recorders: Charles Eaton, Harrisburg, Pa.
NCTL: Valerie Cunningham
Room number: 415

Chairperson: Dalhart Dobbs, Erie, Pa.
Resource Persons: Marvine Massiwer, Pawtucket, R.I.
Recorders: Theodore Lylis, Boston, Mass.
NCTL: Vivian C. Jackson
Room number: 418

Chairperson: Gladstone Atwell, New York, New York
Resource Persons: John Conner, Worcester, Mass.
Recorders: Nancy Falk, St. Paul, Minnesota
NCTL: Gina Schacter
Room number: 430

Chairperson: John Simoncini, Worcester, Mass.
Resource Persons: Willard Anderson, Harding, Montana
Recorders: Marion Faustman, Sacramento, Calif.
NCTL: Adda Manosalvas
Room number: 433

Chairperson: Harold G. Fowler, Sisseton, South Dakota
Resource Persons: Peggy Jackson, Sacaton, Arizona
Recorders: John D. Armes, Nashville, Tennessee
NCTL: Alan Gartner
Room number: 434

Chairperson: Sylvia Faulk, Oakland, Calif.
Resource Persons: Joseph Gelt, Tsaile, Arizona
Recorders: Jerry Chapman, Tallahassee, Fla.
NCTL: Carson Briggs
Room number: 437

Chairperson: Richard Gatica, Crystal City, Texas
Resource Persons: Lure Vela, San Antonio, Tx.
Recorders: Gerald Sughreue, Lincoln, Neb.
Room number: 438

NCTL: William Lynch

Chairperson: Gloria McCrorey, Des Moines, Iowa
Resource Persons: Herb LaGrone, Fort Worth, Tx.
Recorders: Alfred T. Little, Austin, Texas
Room number: 441

Chairperson: Nettie Dove, Miami, Florida
Resource Persons: Randall Standifer, Dunlop, Tenn.
Recorders: John Stolz, Spokane, Washington
Room number: 442

Chairperson: Ruben Rodriquez, Edinburg, Texas
Resource Persons: Ulysses Harvey, Detroit, Mich.
Recorders: Jeanne S. Werschke, Denver, Colorado
Room number: 445

Tuesday, March 5, 1974

9:00 A.M. to 10:30 A.M.
Problem Workshop: Career Lattices
Chairperson: Minor Daniels, Louisville, Ky.
Resource Persons: Alan Sweet, Minneapolis, Minn.
Recorders: Gwendolyn Keller, Pasadena, Ca.

Problem Workshops
Room 418

NCTL: Valerie Cunningham

Problem Workshop: Field-Based Teacher Education
Chairperson: Kenneth N. Fishell, Burlington, Vt.
Resource Persons: James Taylor, Washington, D.C.
Recorders: Allen Meyer, Des Moines, Iowa

Room 430

NCTL: Vivian C. Jackson

Problem Workshop: Hiring of Graduates
Chairperson: Juanita B. Jones, San Bernardino, Calif.
Resource Persons: Paul Thompson, Lincoln, Neb.
Recorders: Marion Kent, Cincinnati, Ohio

Room 433
NCTL: Gina Schacter

Problem Workshop: Bi-Lingual Education
Chairperson: Lydia Sutherland, Box Elder, Mt.
Resource Persons: Leroy London, Baltimore, Md.
Recorders: Edward Fernandez, Las Cruces, N.M.

Room 434
NCTL: Adda Manosalvas

Problem Workshop: Veterans
Chairperson: James King, Salem, Oregon
Resource Persons: George Franklin, Washington, D.C.
Recorders: Neale Shaw, Parsons, Kansas

Room 437

Problem Workshop: Evaluation
Chairperson: Edward Nelsen, Durham, N. Carolina
Resource Persons: Keith Wright, Yakima, Wash.
Recorders: Edna Walker, Durham, N. Car.

Room 438
NCTL: Alan Gartner

Problem Workshop: Working with the Community
Chairperson: Robert C. Scott, Jr., Florence, S.C.
Resource Persons: Mary Heinkel, San Diego, Calif.
Recorders: Edna Revels, Winston-Salem, N.C.

Room 441
NCTL: Carson Briggs

Problem Workshop: Concerns of Rural Projects
Chairperson: Joseph N. Berry, Hillsville, Va.
Resource Persons: Dan Tollett, Cookerville, Tenn.
Recorders: Roxanne Morton, Arcata, Calif.

Room 442

Problem Workshop: Concerns of Urban Projects	Room 445
Chairperson: Frances Gooden, St. Louis, Mo.	
Resource Persons: Malcolm Ford, Phila., Pa.	
Recorders: Moss White, Cincinnati, Ohio	NCTL: Hamilton Banks
11:00 A.M. to 12:30 P.M.	Problem Workshops
Problem Workshop: Career Lattices	Room 418
Chairperson: Minor Daniels, Louisville, Ky.	
Resource Persons: Alan Sweet, Minneapolis, Minn.	
Recorders: Gwendolyn Keller, Pasadena, Ca.	NCTL: Valerie Cunningham
Problem Workshop: Field-Based Teacher Education	
Chairperson: Kenneth N. Fishell, Burlington, Vt.	
Resource Persons: James Taylor, Washington, D.C.	
Recorders: Allen Meyer, Des Moines, Iowa	NCTL: Vivian C. Jackson
Problem Workshop: Hiring of Graduates	Room 433
Chairperson: Ben Simoncelli, Scranton, Pa.	
Resource Persons: James Potterfield, Florence, S. Car.	
Recorders: Kateria Cooper, Tsailes, Ariz.	NCTL: Gina Schacter
Problem Workshop: Bi-Lingual Education	Room 434
Chairperson: Roberto Cruz, Berkeley, Calif.	
Resource Persons: Charles Leyba, Los Angeles, Calif.	
Recorders: Julia Nieto, Berkeley, Calif.	NCTL: Adda Manosalvas
Problem Workshop: Veterans	Room 437
Chairperson: Alice Howard, Richmond, Va.	
Resource Persons: James Poisant, Wooster, Mass.; Kenneth Harrison, New Orleans, La.	
Recorders: William O'Conner, Waterloo, Io.	NCTL:

Problem Workshop: Evaluation
Chairperson: Christ H. Costa, Providence, R.I.
Resource Persons: Alice Stadthaus, Cincinnati, Ohio
Recorders: Raymond Van Diest, Phoenix, Ar.

Room 438
NCTL: Alan Gartner

Problem Workshop: Working with the Community
Chairperson: John Sullivan, Tempe, Arizona
Resource Persons: Warren Burton, Olympia, Wash.
Recorders: Stephen Shaw, Dorchester, Mass.

Room 441
NCTL: Carson Briggs

Problem Workshop: Concerns of Rural Projects
Chairperson: Larry Rickey, Cedar Rapids, Iowa
Resource Persons: Jillian Otten, Waterbury, Vt.
Recorders: V. H. Budd, Topeka, Kansas

Room 442

Problem Workshop: Concerns of Urban Projects
Chairperson: Frances Gooden, St. Louis, Mo.
Resource Persons: Malcolm Ford, Phila., Pa.
Recorders: Moss White, Cincinnati, Ohio

Room 445
NCTL: Hamilton Banks

2:00 P.M. to 3:30 P.M. — Problem Workshops

Problem Workshop: Career Lattices
Chairperson: Bobbie Nunn, Portland, Oregon
Resource Persons: Jack Roy, Jefferson City, Mo.
Recorders: Charles O. Cox, Cleveland, Ohio

Room 418
NCTL: Valerie Cunningham

Problem Workshop: Field-Based Teacher Education
Chairperson: C. William Phillips, Columbus, Ohio
Resource Persons: D. M. Murphy, Anchorage, Alaska
Recorders: John Hough, Asheville, North Carolina

Room 430
NCTL: Vivian C. Jackson

Problem Workshop: Hiring of Graduates
Room 433
Chairperson: Ben Simoncelli, Scranton, Pa.
Resource Persons: James Potterfield, Florence, S. Car.
Recorders: Kateria Cooper, Tsailes, Ariz.
NCTL: Gina Schacter

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NCTL: Adda Manosalvas

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NCTL:

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Chairperson: Christ H. Costa, Providence, R.I.
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Recorders: Raymond Van Diest, Phoenix, Ar.
NCTL: Alan Gartner

Problem Workshop: Working with the Community
Room 441
Chairperson: John Sullivan, Tempe, Arizona
Resource Persons: Warren Burton, Olympia, Wash.
Recorders: Stephen Shaw, Dorchester, Mass.
NCTL: Carson Briggs

Problem Workshop: Concerns of Rural Projects
Room 442
Chairperson: Larry Rickey, Cedar Rapids, Iowa
Resource Persons: Jillian Otten, Waterbury, Vt.
Recorders: V. H. Budd, Topeka, Kansas

Problem Workshop: Concerns of Urban Projects Room 445
Chairperson: Gwendolyn McFarland, Nashville, Tenn.
Resource Persons: Wilma R. Cockrell, Los Angeles, Calif.
Recorders: W. Frank Jones, Jr., Boston, Mass. NCTL: Hamilton Banks

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3:30 P.M. to 4:30 P.M. Drop-in Session with Staff Persons

Bank Street College	Room 434	Garda Bowman Hy Wolotsky
National Commission Resources for Youth	Room 433	Mary Conway Kohler
Rutgers Program	Room 434	James Collins Sam Proctor
New Careers Training Laboratory Developmental Assistance	Room 438	Valerie Cunningham Vivian C. Jackson
New Careers Training Laboratory Doctoral Program	Room 441	Alan Gartner
Grants and Fiscal Procedures	Room 442	Eugene T. Peterson

4:30 P.M. to 5:30 P.M. Group Session

Region	I	Jewell C. Chambers	Room 442
	II	John Sokol	415
	III	James Roberts	418
	IV	Isaac Wilder	430
	V	Richard Naber	433
	VI	Roberto Olivares	434
	VII	Gerald Randall	438
	VIII	Esther Nichols	447
	IX	Robert Mulligan	441
	X	Hyrum M. Smith	445

7:00 P.M. to 9:00 P.M. Drop-in Session with Staff Persons

Bank Street College	Room 430	Garda Bowman Hy Wolotsky
National Commission on Resources for Youth	Room 433	Mary Conway Kohler
Rutgers Program	Room 434	James Collins Sam Proctor
New Careers Training Laboratory Developmental Assistance	Room 438	Valerie Cunningham Vivian C. Jackson
New Careers Training Laboratory Doctoral Program	Room 441	Alan Gartner
Grants and Fiscal Procedures	Room 442	Eugene T. Peterson

Wednesday, March 6, 1974

9:00 A.M. to 10:00 A.M. Plenary Session — Junior Ballroom

Panel: Fiscal Linkages

Chairperson: Alan Gartner

Members: Eric Dennard, Director, Division of School Assistance, United States Office of Education, Region VI

Robert Mulligan, Regional Project Officer, United States Office of Education, Region IX

Jillian Otten, Project Director, Waterbury, Vermont

William Phillips, SEA Coordinator, Ohio

Eugene T. Peterson, Deputy Director, Contracts and Grants, Division, United States Office of Education

10:00 A.M. to 11:00 A.M. Plenary Session — Junior Ballroom

Wrap-up Session and Summary

Chairperson: J. Ned Bryan, National Coordinator

11:00 A.M. to 12:00 Noon Plenary Session — Junior Ballroom

Chairperson: Thomas Carter

Closing Speaker: G. Robert Bowers, Assistant State Superintendent for Public Instruction, Ohio

"COP, Redesign, and Institutionalization"

ON-GOING ACTIVITIES

March 4, 1974

5:30 P.M. to 6:30 P.M.	Silver Room	Presentation of Films
8:00 P.M. to 10:00. P.M.	Silver Room	Presentation of Films
5:30 P.M. to 6:30 P.M.	Contact Conference Information Center	COP Projects' Highlights
8:00 P.M. to 10:00 P.M.	Contact Conference Information Center	COP Projects' Highlights
	Mezzanine	Project Exhibits

March 5, 1974

3:30 P.M. to 4:30 P.M.	Silver Room	Presentation of Films
7:00 P.M. to 9:00 P.M.	Embassy East	Presentation of Films
	Contact Conference Information Center	Interest Groups (see listing below)

Competency-Based Teacher Education

Influencing Certification

Carrying on Successful COP Practices with Limited (or no) Outside Funds

Hiring of Graduates

Career Lattices

How to "Rejuvenate" Tired COP Project Directors

Rural Area Concerns

Affecting IHE's

Bi-Lingual Education

Teacher Retraining

Veterans

Evaluation

Other

CAREER OPPORTUNITIES PROGRAM
NATIONAL CONFERENCE

CONFERENCE ROSTER

Statler Hilton Hotel
Dallas, Texas

March 3 - 6, 1974

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